Clark College

Progress Report

October 2005

Prepared for the
Northwest Commission on Colleges and Universities

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OVERVIEW

In October 1998, following its full-scale, ten-year evaluation, Clark College was granted re-affirmation of accreditation by the Commission on Colleges of the Northwest Association of Schools and of Colleges and Universities. The Report of the Evaluation Committee included six General Commendations and seven General Recommendations. The Commission directed the College to prepare a Focused Interim Report and host a site visit by a Commission representative in October 2000 to address three of the General Recommendations, including the recommendation related to strategic planning (Standard One).

Dr. Robert Bennett represented the Commission during the 2000 site visit, during which he reviewed the College progress on the three General Recommendations. In his report, Dr. Bennett commended the College for its commitment to complying with the General Recommendations, including the recommendation related to strategic planning, and the progress made in the two years since the full-scale visit.

The reaffirmation letter from the Northwest Commission on Colleges and Universities following the Regular Fifth Year Interim Report in 2003 requested that the College submit a Progress Report in Fall 2005 to address the two recommendations related to (1) Strategic Planning and (2) Shared Governance.

> ***Recommendation #1 (2003)***
> "While the College's progress on this Recommendation is commendable, it is recommended that Clark College finish the present planning cycle, evaluate and revise its process, folding in the ideas and strategies of its new President, and move to the second five year planning cycle." (1.A and B)
>
> ***Recommendation #2 (2003)***
> "It is recommended that the College community with the leadership of its new President continue to work towards an agreed upon definition of shared governance for Clark College and continue to work together cooperatively to remove communication barriers. Specifically, roles within the organizational structure and responsibility and authority for policy and decision making must be clarified." (4.A.2, 6.0)

In its letter dated September 11, 2003, the Commission approved the College proposal to offer an Associate of Applied Science degree program in Paramedicine in collaboration with the Northwest Regional Training Center, effective Fall 2003, as a minor change under Policy A-2, *Substantive Change*, revised 2002, and Policy A-6, *Contractual Relationships with Organizations not Regionally Accredited.* The Commission further directed the College to prepare a progress report in Fall 2005 to review the Paramedicine program.

This 2005 Progress Report documents the steps taken by the College to address Recommendations #1 and #2 and provides a progress report on the Paramedicine program.

RECOMMENDATION 1

Recommendation 1
"While the College's progress on this Recommendation is commendable, it is recommended that Clark College finish the present planning cycle, evaluate and revise its process, folding in the ideas and strategies of its new President, and move to the second five year planning cycle." (1.A and B)

COLLEGE RESPONSE

Clark College has made substantial progress in strategic planning during the last two years and continues to move steadily and persistently to address Recommendation 1. The College completed the planning cycle begun in 1998, revised the process, folding in the ideas and strategies of our new President, and has now entered the third year of the 2004-2009 Strategic Plan.

2000-2003
At the time of the Regular Fifth Year Interim Report and visit in Fall 2003, the College was entering the fourth year of an annual process of strategic planning and evaluation based on the Board of Trustees Results Policies, a series of long-range, broad-based goal statements supported by a set of College Goals, formally approved by the Board on August 27, 2001.
(*Appendix 1.1*)

Progress towards the Results Policies and College Goals was guided by cycles of action plans or Strategic Initiatives. Institutional effectiveness was measured both quantitatively and qualitatively through reports to the Board of Trustees. Quantitative data documenting progress was collected and reported around a set of Key Performance Indicators. Qualitative feedback on assessment of progress made in the Results Policies was reported based on information gathered at biennial community forums conducted with a broad variety of College stakeholders. Both measures provided the basis for continuous planning and evaluation of the College mission and goals.

Institutional effectiveness was monitored by the College Council, created in 2000 as the President's Advisory Council, with the responsibility for oversight of institutional planning, budget development, and institutional effectiveness systems for the College district. Initial steps were taken to connect the Results Policies and College Goals to the budget process, although a downturn in state funding created difficulty in basing resource allocation and staffing solely on actions that supported specific Results Policies. The graphics in *Appendix 1.2* and *1.3* show the relationship between Results Policies and discretionary funding for 2002-03 and 2003-04.

An annual "Report to the Community "communicated evidence of effectiveness to the public and featured the College accomplishments in each of the seven Results Policies.

Year of Transition

Under the leadership of Dr. R. Wayne Branch, who assumed the presidency in August 2003, the year 2003-2004 served as a transition year from the planning cycle based on the Board of Trustees Results Policies to a new five-year cycle beginning with the creation of a five-year strategic plan. During the transition year, President Branch, in conjunction with the Board of Trustees, identified nine Strategic Initiatives for the College, linking the initiatives to the existing Results Policies. (*Appendix 1.4*) A summary of goal accomplishments was submitted to the Board at its June 2004 meeting, showing the linkage between the President/Board Strategic Initiatives and the Board of Trustees Results Policies, bringing to closure the first planning cycle. (*Appendix 1.5*)

2003-2004

Development of 2004-2009 Strategic Plan

During 2003-2004, President Branch launched a process to develop a new five-year Strategic Plan. The goals of the planning process were to produce a plan that clearly defined the College vision, values, and priorities; provide the basis for assessment of institutional effectiveness; and provide a foundation for the budget development process during the life of the plan.

A Strategic Planning Task Force, composed of 27 members representing the Board of Trustees; College faculty, staff, students and administrators; local legislators; and community partners from business, workforce development and government, met from October 2003 through May 2004. The College Council, composed of faculty and staff representatives from the four instructional units, administrative and exempt employees, student government and the campus bargaining units, reviewed key documents, surveyed their constituent groups and provided feedback to the Task Force. Contributions from many members of the College and local community then produced the Strategic Plan in May 2004.

The Task Force began its work by re-affirming the existing Mission Statement as central to our planning.

> "Clark College provides opportunities for individuals from diverse backgrounds to pursue their educational goals. The College offers accessible, comprehensive education; provides services to support student success; and fosters community partnerships that enhance student learning. The College focuses on professional/technical training, academic transfer, pre-college and basic skills, personal development and cultural enrichment."

A new Vision Statement for the College was then created as part of a broad visioning process.

> "Clark College, a respected leader in Southwest Washington, will be nationally recognized for our commitment to student success and excellence in teaching, empowering learners to enrich the social, cultural and economic vitality of our region and the global community."

The Task Force members then blended the existing Board of Trustees Results Policies with the College Values Statement and created a set of six Mission Imperatives that support the College Mission, addressing the following areas:

Focus on Learning
The College will focus on learning as the foundation for decision making with respect to planning, technology, location, instructional methods and successful outcomes. Learners will receive a high-quality, innovative education and services that foster student success in achievement of their stated goals. Members of all employee groups will be provided with opportunities for professional development.

Access to Education
The College will offer programs and services that are affordable and accessible to residents of the community. Students will be provided flexible options for learning in locations that are easily accessible and resources that help make their education affordable.

Respect for Differences
The College will demonstrate a respect for differences and an appreciation of multiple perspectives. The campus environment will be governed by open communication and shared decision making and programs and services that support the needs of diverse populations.

Workforce Development
The College will provide educational programs and services that facilitate gainful and meaningful employment for students seeking training, retraining or continuing education. College programs and services will meet the economic needs of the community.

Broad-based Partnerships
The College will establish and maintain internal and external partnerships that support student learning, shared community resources, increased educational opportunities and shared governance. Partnerships will be fostered externally with education, business and industry and other community groups, and internally as cross-collaborations among students, faculty, disciplines and organizational units.

Management Excellence
The College will make strategic decisions in the distribution of limited resources and implement processes that enhance quality, demonstrate effectiveness, and ensure public accountability. The College will provide high-quality facilities and equipment, a healthy technology infrastructure and well-designed support services.

The Strategic Plan now guides decisions at all levels of the College, and the Mission Imperatives provide the framework for developing annual operational plans. A copy of the complete 2004-2009 Strategic Plan is included in *Appendix 1.6.*

2004-2005

Implementation of Strategic Plan

Implementation of the new strategic planning cycle began in July 2004. (*Appendix 1.7*)
Each year, beginning in July and ending the following January, all campus units develop a set of goals and strategies (operational plans) that support each of the Mission Imperatives. From January through August, the budget development process identifies resources to support the goals and strategies. From June through August the Executive Cabinet and Board of Trustees evaluate the previous year's progress, and beginning in August, units implement the goals and strategies for the new academic year. Cabinet members review their progress with the President every six months, and progress is reported annually to the Clark College Board of Trustees at its June meeting.

The College completed one full cycle of planning based on the Mission Imperatives in June 2005 and submitted its Final Report to the Board of Trustees. (See *Appendix 1.8* for sample pages showing the format of the Final Report.)

We are now in Year Two of the Operational Plan. The goals identified in the second year of the Operational Plan were developed in conjunction with the budget so that allocation of new funds is clearly linked to the Mission Imperatives of the Strategic Plan. (See *Appendix 1.9* for sample pages showing the format of the Year Two Operational Plan and its relationship to the budget). The graphic in *Appendix 1.10* shows the clear connection between allocation of new funds for 2005-06 and the six Mission Imperatives.

Benchmarking Project

During the months of January through September 2005, over 70 faculty, staff and student members participated in a Benchmarking Project to identify best practices for each of the six Mission Imperatives. The Benchmarking teams were encouraged to conduct research, through print and web research as well as on-site visits to other institutions, to determine standards of excellence we might use as a basis for establishing goals for the institution as well as evaluating our success. The Final Report of the Benchmarking teams, presented to the campus on September 12, 2005, summarizes the Benchmarking Characteristics agreed upon by the teams as goals for each of the Six Mission Imperatives. (*Appendix 1.11*)

2005-2006

We have taken the next step in the planning process by drafting a list of key performance indicators (KPI) for each Mission Imperative. The tasks for the remainder of the 2005-06 academic year include finalizing the key performance indicators, identifying data sources, collecting baseline data where available, and setting goals. We anticipate identifying peer institutions for comparisons and participation in national benchmarking studies. This information will be reported to the Board of Trustees.

Institutional effectiveness will be measured by progress documented in the key performance indicators and through actions completed in the annual Operational Plans. The KPIs and the Operational Plans will form the basis for continuous planning, evaluation and resource allocation. An annual Report to the Community communicating evidence of our institutional effectiveness is scheduled for distribution in January 2006.

Conclusion

During the two years since the Regular Fifth Year Interim Report, Clark College has successfully embarked on a new and inclusive comprehensive strategic planning process under the leadership of our President. The Mission Statement has been reaffirmed, a new Vision Statement has been adopted, a set of Six Mission Imperatives has been approved and we are now in the midst of Year Two of our Operational Plan. For the first time, we have truly linked the budget development process to the Strategic Plan. By the close of the 2005-06 academic year, we will have adopted a list of Key Performance Indicators and collected baseline data. This information, when combined with the results achieved in the annual Operational Plans, will provide the basis for continuous planning and evaluation and measurement of institutional effectiveness.

RECOMMENDATION 2

Recommendation 2
"It is recommended that the College community with the leadership of its new President continue to work towards an agreed upon definition of shared governance for Clark College and continue to work together cooperatively to remove communication barriers. Specifically, roles within the organizational structure and responsibility and authority for policy and decision making must be clarified."
(4.A.2, 6.0)

COLLEGE RESPONSE

Since the Regular Fifth Year Interim Report and visit, the College community has worked diligently to develop its definition of shared governance and continues to work together to remove communication barriers and to clarify decision-making roles and responsibilities.

Definition of Shared Governance

Early in his presidency, President Branch launched the discussion about a definition of shared governance and the role of the College Council. He has worked closely and systematically with College Council, the campus body that oversees institutional planning, budget development and institutional effectiveness, to finalize a definition of shared governance and agree upon the role of the Council. After extensive discussion and broad campus input, the College Council agreed upon the following definition of shared governance at its December 17, 2004 meeting:

> "Shared governance at Clark College is a decision-making framework in which institutional policies and priorities are determined in collaboration with those affected. Roles and responsibilities of students, faculty, staff, administrators, and trustees are clearly defined and communicated to ensure accountability. Effective shared governance requires all members of the College community to contribute to an environment of mutual respect and trust."

Roles and Responsibilities

College Council

The President's Advisory Council was formed in 2000 to provide a more meaningful vehicle for faculty and staff to participate in institutional policy formulation. The purpose, responsibilities, and membership of the Council, renamed the Clark College Council in 2002, appear in Section 832.000 of the *Administrative Procedures Manual.*

> "The purpose of the Clark College Council is to review selected procedures, projects, operational issues, and recommendations presented to the president for action. In addition, the Council oversees institutional planning, budget development, and institutional effectiveness systems for the College district. Members strive to base recommendations to the president on a consensus model; if the group is unable to reach consensus, a formal vote of members will be taken."

Membership on the Council consists of seven faculty members, four classified staff, two exempt staff, three student representatives, Clark College Association for Higher Education (CCAHE) and Washington Public Employees Association, Higher Education (WPEA) (bargaining units) members, and seven administrators.

During 2004-2005, the Council re-examined the scope of its responsibilities and approved a new statement of purpose:

> "College Council makes recommendations to the president on matters that impact a significant majority of the college community. The Council provides a mechanism for meaningful input through shared governance, ensuring that communication flows in all directions."

The Council is currently finalizing a reconfiguration of membership and a set of by-laws to further clarify its processes and procedures.

Clarifying Organizational Structure in Instruction

The reorganization of Instruction in 2000 resulted in a lack of clarity about roles, responsibilities and authority levels among the Vice President, deans, division chairs, program heads and faculty, creating considerable tension among instructional employees at all levels. The reorganization moved the College from a ten division chair and 56 department configuration to a structure of four instructional units consisting of 19 divisions or "clusters." Each of the four units was directed by an instructional Dean, all of whom were hired from outside the College, and departments and programs in several key areas were re-arranged in a reporting pattern historically different from the past.

The reorganization was subsequently evaluated through several vehicles, including the *Reorganization Status Report*, the *Briggs Report*, and the *Reorganization and Environmental Survey* of 2001. In response to the continuing ambiguity regarding roles, the Cabinet developed a Decision Grid in 2001-2002 that defined decision-making roles in areas of student issues, curriculum, budget, facilities and faculty hiring. Article III of the June 2003 Clark College Association of Higher Education (CCAHE) Agreement further clarified roles by defining the job description and selection process and procedures for division chairs.

Early in his tenure, President Branch invited nine faculty leaders to study and assess the educational structure and to select a consultant to evaluate Clark's existing educational structure The task force, convened in November 2003, recommended the selection of Dr. Jeff Hockaday, a highly respected educational consultant, who was subsequently employed. The task force continued its evaluation activities independently, administering an all-campus survey to determine the effectiveness of the current structure.

The Hockaday Report (*Appendix 2.1*), completed in April 2004, included five recommendations as follows:

> **Recommendation 1:** That attention and energy of the College groups be moved away from the merits and demerits of the current Instructional Organization Plan and toward correcting the errors made in the implementation phase of the current Plan.
>
> **Recommendation 2:** That the issue of program placement within the Clusters, the issue of whether a fifth Cluster is needed and the procedure for recruiting and selecting candidates for the original Dean positions be rethought.
>
> **Recommendation 3**: That officials at Clark College move as rapidly as possible to complete the task of filling the remaining positions at the Dean and Vice President of Instruction levels on a permanent basis. Once all positions are filled, appropriate authority and staff development should be provided to the people selected.
>
> **Recommendation 4**: That Clark College increase its visibility and influence in the area of economic development in the service region and that the Instructional Organization Plan show clearly who will have the responsibility for the training of employees in the businesses and industries in the County.
>
> **Recommendation 5**: That the Recommendations of the Northwest Association of Schools and of Colleges and Universities on Shared Governance and Roles within the Organizational Structure be clarified and implemented.

The Instructional Reorganization Task Force distributed its own report to the campus community on October 5, 2004, recommending: (1) Movement from four to five instructional units; (2) New configurations of the 5 units; (3) Centralization of teaching evaluations, tenure committees and advisory committees in the Office of Instruction; (4) Selection of some of the instructional deans from the ranks of faculty; (5) Leadership training to prepare for leadership roles; (6) Two-year rolling contracts for deans; (7) Routine assessment of the educational structure, perhaps every 2 years. (*Appendix 2.2*)

In response to the recommendations from faculty and the consultant, a fifth instructional unit was added, effective Fall 2005, and changes were made to the configurations of the units. See *Appendices 2.3-2.5* for 2003 and 2005 College organizational charts. Evaluations, tenure committees and advisory committees were centralized in the Office of Instruction. Although there has been a transition in leadership at the dean level, currently three of the deans come from the ranks of Clark College faculty. In addition, a leadership training program has been developed for the entire institution with the purpose of developing leaders from within the College.

Faculty
Along with the year 2000 reorganization in the instructional area, the President and Cabinet approved the recommendations to disband the very large Instructional Advisory Committee in favor of a more active role for the Curriculum Committee and the formation of an Instructional Planning Team (IPT). Both Curriculum Committee and IPT were restructured to give faculty a clear and decisive role in decision-making relating to instructional issues. Both committees are recommending bodies to the Vice President of Instruction; however, in instances where the Vice President's final decision differs from committee recommendations, the VPI confers with members of the respective committee and discusses the rationale underlying his decision.

Curriculum Committee
The twelve-member Curriculum Committee includes eight faculty members as well as the VPI and staff and student representatives. The role of the Curriculum Committee as defined in Section 845.000 of the *Clark College Procedures Manual* follows:

> "The Curriculum Committee reviews the appropriateness and integrity of course offerings and approves new courses, course changes, and the deletion of individual courses. Committee review includes consideration of appropriateness as a lower-division course, congruence between content and credits, rigor of course, impact on students, programs, and College resources."

Instructional Planning Team
The sixteen-member Instructional Planning Team (IPT) includes ten faculty members, the VPI, Deans, and staff and student representatives. Its role, as defined in Section 865.000 of the *Clark College Administrative Procedures Manual* follows:

> "The Instructional Planning Team institutes and oversees the instructional planning process; makes recommendations to the vice president of instruction regarding academic program policies such as distribution, transfer, and degree requirements; oversees program reviews; and makes recommendations to the vice president of instruction regarding the approval of new programs and changes to and deletions of current programs."

A recent example of the faculty role in shared governance occurred in the deliberations of the Instructional Planning Team upon presentation of a proposal to offer a new program in Medical Radiology. College leadership brought forth the proposal and members of IPT agreed to consider the program if two significant changes were made relating to the employment contract of the program director and the start date for the program. The changes were made and the revised proposal was brought back to IPT and was unanimously approved.

College Committees
Decision-making input is also afforded to faculty through membership on the many campus committees. Although only the IPT, Curriculum and Professional Placement and Advancement Committee (PPAC) memberships are required contractually to be selected jointly between

CCAHE and the Vice President of Instruction, in practice nearly all campus committee memberships are selected through a collaborative process between CCAHE and the Vice President of Instruction. Inclusion on all major campus committees ensures a strong faculty role in major decisions related to planning, budgeting and policy development.

Interest-Based Bargaining (IBB)
In 2000, the College adopted an interest-based bargaining process for faculty contract negotiations. Members of IBB, including four faculty and four administrators, meet regularly to clarify responsibilities and authority for decision-making on issues that impact the faculty contract. The weekly meetings of IBB during 2004-05 provided yet another venue for communication and collaboration.

Staff
Classified staff members likewise serve on all major campus committees where they are provided with the opportunity to participate in major campus decisions. A Labor Management Committee enhances communication and meets as needed. A new master contract, effective July 1, 2005, requires that all represented classified employees become members of their bargaining unit, the Washington Public Employees Association (WPEA). The new contract defines the roles, responsibilities and working conditions of WPEA members; however, clarifying the interpretation of the contract language is an ongoing process.

Collaboration in Governance
The College President has taken several steps to expand communication and collaboration among the various college constituents. An "Open Dialogue" with the President is held monthly and the agenda is completely open so that attendees can raise issues and participate in a conversation with the President in an informal setting. The President also meets monthly with the Presidents of CCAHE, WPEA and the Associated Students of Clark College, and bimonthly with the President of the Clark College Foundation. Quarterly meetings are held with the Executive Committee of the Clark College Alumni Association and members of the Penguin Athletic Club. The Management Team, including faculty members serving as Division Chairs and Department Heads as well as other College administrators, meets three times a year to discuss College issues.

Executive Cabinet
A decision-making tree has helped clarify process and roles in decision-making at all levels of the College. In prior years, decisions at times were made in silos and not communicated throughout the organization. The process now assures that major decisions that impact the institution pass from the respective units on through the Executive Cabinet, and, where applicable, referred to the College Council. If the issue relates to College policy, it is submitted to the Clark College Board of Trustees for action.

Board of Trustees
Effective September 2005, the Board of Trustees adopted a new agenda format for its monthly meetings that includes an extended discussion of potential policy issues at each meeting.
Recommendations for changes in College policy are discussed at College Council, Executive Cabinet, and then referred to the Board of Trustees. Examples of decisions addressed through this process in recent months include a new tuition waiver policy and a campus smoking policy

Communication
Supplementing the regular interaction between various stakeholders of the College, Clark College has also made a strong commitment during the last two years to enhancing its formal communication with internal and external audiences. The College has added staffing and reorganized its communications department to provide a vehicle for more effective communication with the campus and the community. External media relations of the College have been enhanced, dramatically increasing the amount of positive media coverage resulting in a major increase in favorable stories and editorials in print and broadcast media. The College newsletter and website are currently being restructured. College representatives continue to actively participate in community groups and all members of the Executive Cabinet have identified "communication with community groups" as one of their goals for 2005-2006.

Conclusion
Although the College has made significant progress in response to Recommendation 2, the process is ongoing and evolving as leadership changes, enrollments grow, and governance structures adapt.

The campus has agreed upon a definition of shared governance and the new organizational structure appears to be working well. College Council is assuming a greater leadership role as the shared governance body of the institution and faculty and staff roles in governance and decision-making have, to a large extent been clarified. During the 2004-2005 academic year, faculty members have perceived increased opportunities to provide input into College decision-making and their recommendations leading to actions. Internal communication has been strengthened through regular meetings with faculty and staff, and enhanced external communication has provided additional positive linkages to the community.

PROGRESS REPORT:
PARAMEDICINE PROGRAM
ASSOCIATE OF APPLIED SCIENCE

Introduction

On September 11, 2003, the Northwest Commission on Colleges and Universities informed Clark College that action had been taken by the Commission regarding its proposal to offer an Associate of Applied Science degree program in Paramedicine in collaboration with the Northwest Regional Training Center (NWRTC), effective Fall 2003. The degree program in Paramedicine was approved as a minor change under Policy A-2, *Substantive Change*, revised 2002, and Policy A-6, *Contractual Relationships with Organizations not Regionally Accredited.*

The College was further directed to prepare a progress report in Fall 2005 to review the Paramedicine program. The progress report follows.

Enrollments and Projected Enrollments

Upon successful completion of NWRTC program requirements, a national registry examination, and an additional 32 to 36 credits of Clark College general education courses, students may request transcription of the NWRTC coursework as 62 Clark College credits (nine EMTP courses) and may then graduate with an Associate of Applied Science in Paramedicine. From September 2003 to the present time, Clark College enrolled 136 students who earned credits towards the AAS-Paramedicine degree.

Currently, only one student has completed all of the requirements for the AAS-Paramedicine degree. There are several reasons for this low production of graduates. First, during the time that the AAS-Paramedicine degree has been offered (Fall 2003 to the present), two cohorts have completed the NWRTC Paramedic component (28 completers in Summer 2004 and 20 completers in Summer 2005). Of these, only the Summer 2004 cohort will have had time to finish the Clark College general education courses. Second, entry into the NWRTC Paramedic program is currently very competitive (the application rate to NWRTC exceeds their capacity by three-fold) and many students arrive at NWRTC already holding college degrees. These students do not need to complete the Clark College AAS-Paramedicine degree to gain employment or to qualify for promotions. Third, although Oregon requires an Associate Degree for employment as a Paramedic, Washington State has not yet mandated the Associate Degree requirement for Paramedics. Thus, many students begin work as Paramedics directly after completing the NWRTC program without completing the AAS degree. Finally, the NWRTC Paramedic program is a full-time, rigorous, high-tuition program and many students find themselves in financial need of full-time employment.

We expect the rate of completion of the AAS degree to increase as students realize the need for a college degree as they seek upward mobility in Emergency Medical Services. The rate of completion will also increase if Washington State begins to require Paramedics to hold college degrees.

Analysis of Revenue and Expenditures Associated with the Program

Clark College provides the general education courses as well as administrative services in the form of admissions and transcription of NWRTC classes. Table 1 displays the costs/revenues associated with these college activities. The budget estimates are prorated based on the courses taken by the 136 students with EMT-P intent.

Table 1. Clark College Budget for EMT-Paramedicine Activities

Category	Amount
Expenses	
Salaries + Benefits (Faculty, Administrative Support)	$25,000
Goods and Services	$1,500
Total Expenses	**$26,500**
Revenues	
Student Tuition	**$31,020**

NWRTC provides instruction and ancillary services for students enrolled in Paramedicine courses. Table 2 describes the costs/revenues associated with these NWRTC activities.

Table 2. NWRTC Budget for EMT-Paramedicine Activities

Category	Amount
Expenses	
Personnel (Salaries + Benefits)—3.0 FTE	$192,400
Supplies	$62,000
Medical Program Director	$37,000
Contract Instructors	$31,000
Utilities, Travel, Miscellaneous	$32,800
Building Lease	$33,600
Total Expenses	**$388,800**
Revenues	
Student Tuition and Fees	**$389,388**

Adequacy of instructional resources including library and other learning resources to support the program

Students enrolled in general education courses at Clark College have access to the College library, computing, tutoring, counseling, and other learning resources. Students enrolled in NWRTC EMT-Paramedicine classes may pay a fee of $25 per quarter to obtain a Clark College student identification card that provides access to these same services. In addition, the NWRTC maintains a small but well-used library of books, journals, and other materials specific to emergency medical services.

Adequacy of the Northwest Regional Training Center including the laboratory facilities
The Northwest Regional Training Center is located in the most professional facility for paramedic instruction in the region. The facility includes a dedicated classroom and laboratory area as well as extensive equipment not available in other paramedic programs. Among the lab equipment owned by the training center are state of the art Lifepak 12 monitor/defibrillators with advanced 12 lead diagnostic capability; new simulation manikins that enable advanced airway, trauma, and full scenario training; fully supplied rescue kits (identical to those used in the field) in the areas of advanced airway, IV, and pharmacology.

Adequacy and availability of student services in support of the program
Students enrolled in Clark College general education classes have access to the full range of student services provided by the College. These include assistance with registration, academic advising, financial aid, disability support, health services, personal and career counseling.

The NWRTC provides assistance with advising, financial aid, and academic, personal, and career counseling. Students possessing a valid Clark College ID card (purchased for a $25 fee, see above) have access to additional academic advising, counseling, disability support services, library resources, and health services. The NWRTC has hired an additional staff person to act as a point of student contact and to oversee maintenance of program records.

Adequacy of the faculty selection and evaluation process
The faculty members for the general education component of the AAS degree are selected and evaluated using Clark College standards and guidelines. The Clark College Health Occupations Director participates in the selection of the NWRTC Paramedic Program Director (Dave Anderson) and the Senior EMS Instructor (Terry Cockrum).

All NWRTC program faculty are current and active paramedics in the field of pre-hospital care, thereby ensuring current practices are communicated to students. In addition, a physician who specializes in pre-hospital and trauma care oversees all aspects of the program and acts as the Medical Program Director. This same physician acts as the state-appointed medical program director for all pre-hospital activities in Clark County, including all paramedic and transport agencies.

The NWRTC Paramedic Program Director observes and evaluates all instructors to assure the quality of their instructional style. In addition, students evaluate all instructors on a quarterly basis. The Program Director and the Clark College Health Occupations Division Chair review and discuss these observations and evaluations on a quarterly basis. Finally, the Paramedic Program Director discusses the observations and evaluations with each faculty member on a semi-annual basis. (See *Appendix 3.1*)

The NWRTC provides continuing education opportunities for all of its faculty (3 class hours per month). In addition, Clark College offers professional development workshops and seminars that are open to the NWRTC faculty. Clark College also provides vocational certification courses for the Paramedic Program Director and the Senior EMS Instructor.

Assessment of student learning outcomes
The NWRTC Paramedic courses are based on a nationally standardized curriculum. The program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). In addition to the outcomes of the national curriculum, the NWRTC curriculum includes components that are specifically required of paramedics in Oregon: Introduction to Emergency Medical Services, Crisis Intervention, EMS Rescue, and Patient Communication and Transport.

During the process of completing the Clark College-NWRTC Paramedic program, there are several evaluation opportunities that include laboratory skills check sheets, written and practical examinations, and internship reviews. Specific skill standards include: PALS (Pediatric Advanced Life Support), ACLS (Advanced Cardiac Life Support), HCP CPR (Healthcare Provider Cardiopulmonary Resuscitation), PHTLS (Pre-Hospital Trauma Life Support), AMLS (Advanced Medical Life Support), and GEMS (Geriatric Emergency Medical Services).

All students participate in a 60 to 90 day field internship program during which they receive written and oral evaluations from their Internship Preceptors. In addition, the preceptors provide regular written progress evaluations to the training center. Based upon these evaluations, the NWRTC paramedic students perform at higher than expected levels for new or not-yet-certified paramedics.

Students are required to take the standardized National Registry of Emergency Medical Technicians exam, a national exam that supersedes all state exams. Training center paramedic students have a pass rate in excess of 95%.

Student satisfaction with the program
Student input is sought throughout the program by way of instructor evaluations. The NWRTC Director of Administration and the District Administrator meet with and interview students halfway through the program and again upon program completion. These interviews address all aspects of the program including quality of instruction, accessibility of resources and personnel, and facilities.

One year following completion of the program, the training center solicits input from the employers and students. Information is sought regarding how the students have performed during the previous year. In addition, information is sought regarding students' readiness level at the time they were hired. The training center's objective is to graduate students who are able to work immediately as paramedics when they begin employment. As can be seen in the attached data (*Appendices 3.2 and 3.3*) employer and student responses are similar and both reflect favorably on the training provided by NWRTC.

Conclusion
The Clark College-NWRTC AAS-Paramedicine program is still in its early stages. During these first two years, we have made important advances in methods of collaboration and oversight. The NWRTC has shown a commitment to supporting a high quality Paramedic program by hiring a new Program Director, Senior EMS Instructor, and Administrative Support person. Communication between Clark College and NWRTC is strong. The Clark College Health

Occupations Division Chair and Director of Admissions meet with the NWRTC Paramedic Program Director on a weekly basis. All three people are active members of the Paramedicine Advisory Committee and its three sub-committees (Facilities and Equipment, Curriculum, and Admissions).

The NWRTC Paramedic program is sound. Enrollment has steadily increased as have student retention and success. Students pass the National Registry exam at a very high rate and employers recruit NWRTC graduates. Both employer and student satisfaction remain high one year following NWRTC graduation.

We are disappointed by the low rate of continuation towards the AAS-Paramedicine degree. We expect factors such as limitations on upward mobility to cause an increase in AAS-bound students. We are also developing strategies for helping students understand the benefits of completing the general education requirements prior to entering the NWRTC program. This understanding of academic and employment dynamics of our Paramedic students, gained in these first two years, gives us confidence that AAS-Paramedicine enrollment and completions will increase in the near future.

APPENDICES

General Recommendation #1

Appendix 1.1	Clark College Board of Trustees Results Policies
Appendix 1.2	2002-2003 Results Policies and Funding Graph
Appendix 1.3	2003-2004 Results Policies and Funding Graph
Appendix 1.4	2003-2004 President/Board Initiatives
Appendix 1.5	2003-2004 President/Board Initiatives Report
Appendix 1.6	2004-2009 Clark College Strategic Plan
Appendix 1.7	2004-2006 Strategic Plan Implementation Cycle
Appendix 1.8	2004-2005 Operational Plan – Year One Final Report (Sample)
Appendix 1.9	2005-2006 Operational Plan – Year Two Strategic Initiatives (Sample)
Appendix 1.10	2005-2006 Mission Imperatives and Funding Graph
Appendix 1.11	Benchmarking Team Reports

General Recommendation #2

Appendix 2.1	Hockaday Report
Appendix 2.2	Instructional Reorganization Task Force Recommendations
Appendix 2.3	General Organization Charts 2003 and 2005
Appendix 2.4	Instructional Administrators Organization Charts 2003 and 2005
Appendix 2.5	Instructional Units Organization Charts 2003 and 2005

Paramedicine Program

Appendix 3.1	NWRTC Instructor Evaluation
Appendix 3.2	Employer Satisfaction Survey Results
Appendix 3.3	Graduate Survey Results

Appendix 1.1

CLARK COLLEGE
Board of Trustees Results Policies

Focus on Student Learning

Students will experience high quality, innovative education and services that foster student success.

The College will:

- provide a sequential and integrated curriculum for all students;
- support regular and systematic assessment of student learning;
- employ knowledgeable and dedicated faculty and staff;
- offer an affordable and accessible beginning to a two-year degree program that may lead to a baccalaureate education.

Respect for Differences

The College will model a respect for differences and an appreciation of multiple perspectives.

The College will:

- provide adult populations with basic literacy and language skills necessary to secure employment or pursue other educational opportunities;
- foster and support programs and services that support the needs of diverse populations;
- support the deliberate integration of multiple perspectives into the curriculum;
- foster an educational environment where students of varying educational levels and backgrounds have the opportunity to interact with others;
- create an environment where all members of the campus community will be governed by civility and respect.

Broad Based Partnerships

The College will model a spirit of collaboration in establishing and accomplishing community goals.

The College will:

- develop partnerships with K-12 and 4-year colleges and universities to facilitate student transitions;
- partner with business and industry to facilitate workplace learning experiences for students, faculty, and staff;
- support community groups in the enhancement of social, cultural, and environmental quality;
- actively support cross-campus collaboration among students, faculty, disciplines, and organizational units.

CLARK•COLLEGE

Approved by the Clark College Board of Trustees on August 27, 2001.

Relevant Education

Citizens will have access to educational services that facilitate gainful and meaningful employment.

Alliances between the College and the business and industry community will contribute to:

- a well-trained work force;
- economically viable and diverse businesses;
- a stable employment pool;
- improved job satisfaction and retention;
- strong links with regional, national, and global technology;
- the effective use of regional resources;
- options for continuing professional education.

Access to Comprehensive Education

Citizens of SW Washington and others who rely upon Clark College will be provided a comprehensive education and services that are affordable and accessible.

Services will provide:

- flexible options for learning;
- the means for students to stay within the community for their educational experiences;
- support instructional delivery modes that provide for a variety of learning styles.

Personal Development and Cultural Enrichment

The citizens of SW Washington will enjoy opportunities for cultural, environmental, and social enrichment related to the process of life-long learning.

Opportunities will result in:

- contributions through community service that benefit the region;
- involvement in activities and events that lead to an informed citizenry;
- participation in diverse cultural, environmental, and social offerings;
- options for life-long learning.

Positive Campus Environment

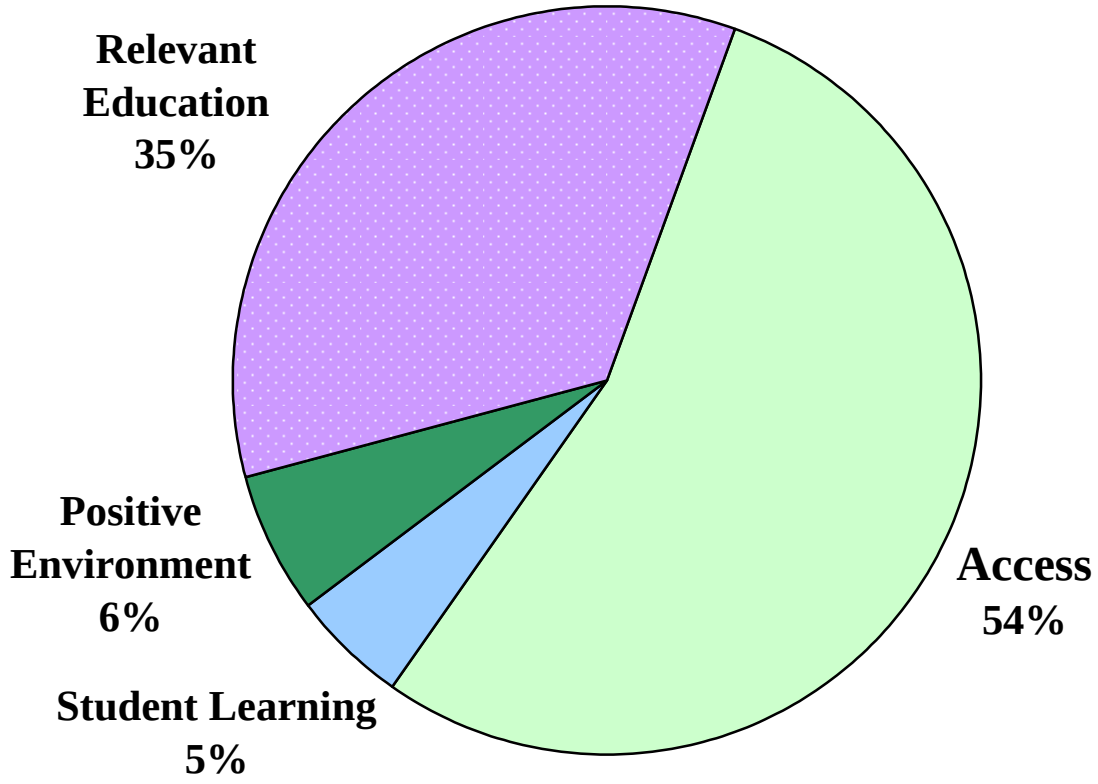
Students and citizens will learn in a safe and supportive campus environment.

The College will:

- provide and maintain quality facilities that are accessible, safe, and comfortable;
- make resources available for employee professional development;
- offer effective advising and tutoring services so faculty and students have better information upon which to base decisions;
- provide an equitable compensation package for employees that rewards professionalism and encourages excellence;
- establish and maintain means for respectful and effective communication among all constituents.

Appendix 1.2

2002 - 2003
Total New Discretionary Funds
Total Funds = $240,066

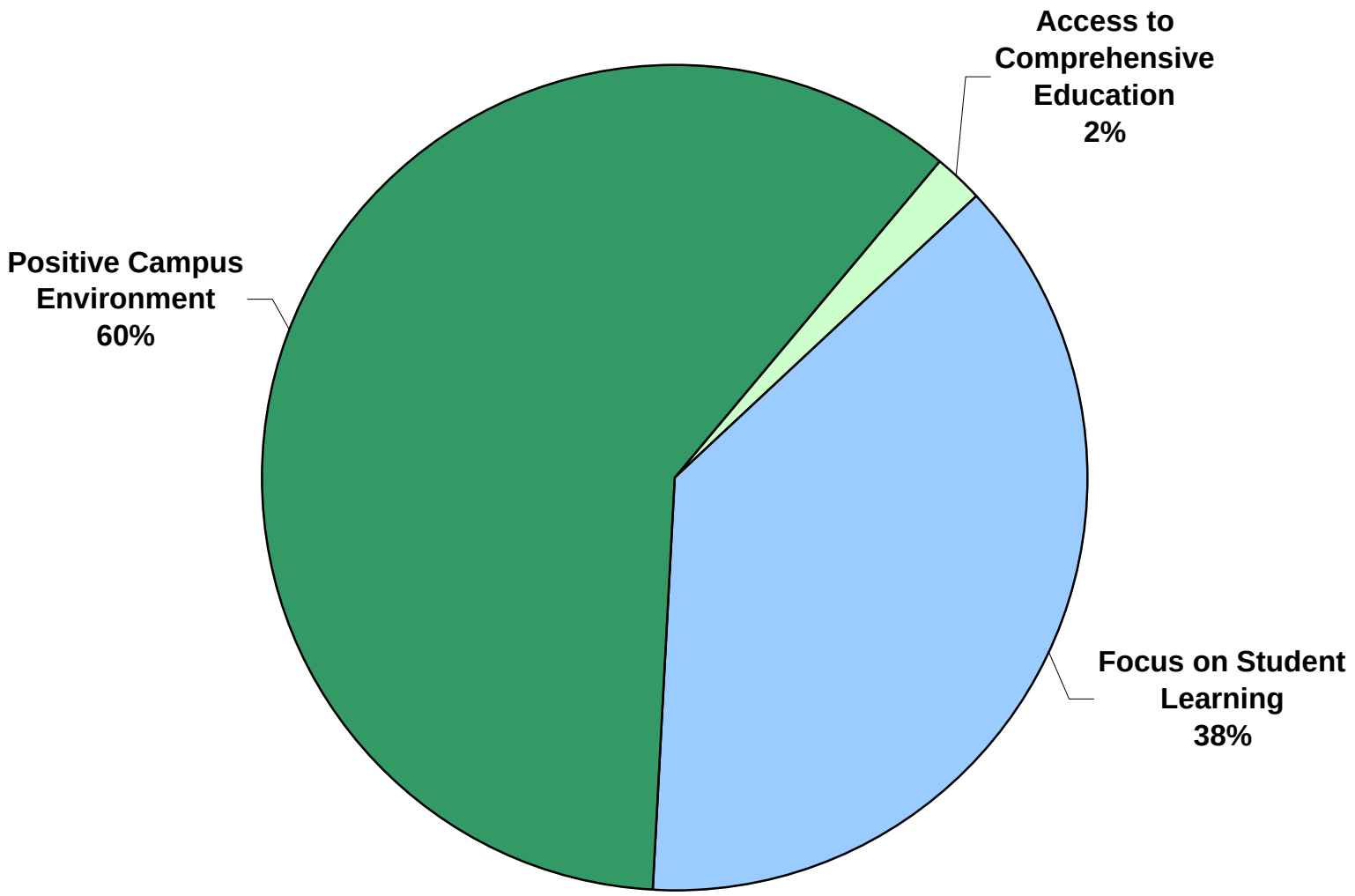


Appendix 1.3

Clark College

2003-2004 Total Reallocated Funds and Related Results Policies

Total Funds = $557,801



Appendix 1.4

President/Board Initiatives for 2003-2004

Create a Strategic Plan
Develop a Strategic Plan that clearly defines the Vision, Values, and Priorities of the College.

Analyze and Restructure Organizational Units
Design and maintain an effective organizational structure that responds to enrollment growth and demands for a skilled educated citizenry while maximizing fiscal / resource efficiency.

Diversify College Revenue Portfolio
Improve opportunities for revenue generation through grants development, self-supporting student enrollment, auxiliary services, contract training, and continuing education.

Develop a Strategic Communications Plan
Expand communications to the off-campus community, enhance campus communication systems, and increase marketing efforts.

Increase Community Involvement
Participate in business and civic organizations and make College resources available to address community needs.

Outcomes Assessment of Student Success
Develop and implement a methodology that both measures and documents student achievement.

Launch Clark/WSU Vancouver/LCC Engineering and Science Institute
In collaboration with Institute partners, develop and implement pathways to baccalaureate degrees in Computer Science, Biological Science, and Engineering.

Establish East County Site Plans
Identify a College site to meet the needs of East County residents.

Expand Community Partnerships
Develop and strengthen partnerships with businesses, community leaders, and local educators, focusing on expanding economic development opportunities.

Appendix 1.5

Clark College President / Board Strategic Initiatives 2003-2004

1. Create a Strategic Plan

The College's Strategic Plan was completed in approximately nine months. Having been accepted and approved by the Board of Trustees at its May meeting, the document represents the beginning of establishing a direction for the College as well as the framework for goals, actions and budget development. The Strategic Planning Task Force represented a level of inclusiveness that is desirable in such a process, involving twenty-six people from the College, community, board and elected officials. The process of review and input brought the energies of College Council and their constituents into the process. And at each step along the way the document was shared electronically with the campus community seeking feedback, critique, as well as suggestions for improvement. We can confidently assert that significant effort and care was taken to assure that the College's strategic plan and direction is reflective of its stakeholders, as well as its leadership. The final version will be disseminated to the College and community in August.

Unit	*Proposed Action*	*Accomplishments*	*Results Policy*
Foundation	Use Strategic Plan to identify opportunities for donor involvement.	Awaiting development of Operational Plans to identify major funding needs.	BBP
Foundation	Initiate a Strategic Plan for the Foundation.	Process approved by Foundation Board June 2004.	BBP
Foundation	Support marketability/ feasibility process for Center for the Arts.	Provided support and leadership to Arts Center Steering Committee and awaiting College Trustees direction.	PDCE
Plan/Adv	Coordinate development of Strategic Plan.	Strategic Plan completed and approved by Board of Trustees.	BBP
Plan/Adv	Develop strategic communications plan that aligns with College Strategic Plan.	Strategic Communication Plan prepared by Tom Hunt and recommendations presented to Board in June 2004.	PCE

Results Policies Key

FSL = Focus on Student Learning
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Clark College President / Board Strategic Initiatives 2003-2004

2. *Analyze and Restructure Organizational Units*

In November, I asked Dr. Chuck Ramsey to chair a task force, which I also named, to accomplish two tasks. One, the charge of the Task Force was to review and recommend to me a methodology for the assessment of the effectiveness of the existing Instructional Organization. The Task Force was asked to consider three options for that methodology: use a single consultant; use a national consulting firm; or use a triad of Chief Academic Officers from Washington community colleges. The Task Force chose Dr. Jeff Hockaday, whose findings were presented to the College and Board in the President's report in April and a copy made available at the June Board meeting. As a result, the College will retain its dean structure. Additionally, the Task Force was asked to look at the alignment of instructional units and departments, and to make a recommendation to me to either keep the alignment as it is, or recommend a change. This recommendation will be forwarded to me in October 2004.

Unit	*Proposed Action*	*Accomplishment*	*Results Policy*
Admin Svcs	Design and implement a budget framework for grants and contracts overhead.	Review completed, implementation in progress.	RE
Foundation	Transfer appropriate grants responsibilities to the College.	Roles of College and Foundation staff clarified. Appropriate grant responsibilities transferred.	RE
HR	Provide HR support for organizational analysis and structuring.	Provided review for all new and replacement positions. Have advised on contract issues related to reorganization. RFP process completed for classified class review; project to begin summer 2004.	PCE
Instruction	Establish Composition Coordinator as permanent position.	25% release time negotiated and approved June 2004.	PCE
Instruction	Review support staffing in Basic Skills Program at Town Plaza.	Staff position expanded from 50% to 75%.	PCE
Instruction	Expand distance education.	Not completed.	AC
Instruction WF Dev	Reorganization of Workforce Development, Continuing Education, Business and Industry, and International Education.	In progress.	RE
Plan/Adv	Expand capability for fund-raising through grants development.	Director of Grants Development hired and grants plan being developed.	FSL

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Clark College President / Board Strategic Initiatives 2003-2004

2. *Analyze and Restructure Organizational Units (Continued)*

Unit	*Proposed Action*	*Accomplishment*	*Results Policy*
Stu Dev	Improve services for entering students.	Recommendations developed for new entry center.	PCE
Stu Dev	Align Student Development staffing structure with Instruction.	Process for implementation adopted; recruiting for Associate Dean position.	AC
Stu Dev Admin Svcs	Redesign configuration of service delivery in Gaiser Hall.	Cashiering moved to Gaiser Hall.	AC

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Clark College President / Board Strategic Initiatives 2003-2004

3. *Diversify College Revenue Portfolio*

Evolving the culture of Clark College to embrace the concept of greater fiscal self-sufficiency has been met with wonder, affirmation, anger and fear. Much more work is needed to clearly communicate the intent, rationale and worth of this strategy. Further, the Fiscal Analysis Report recently completed by Moss Adams supports the College's need to develop an infrastructure for managing revenue accounts and revenues in a more prudent manner. We will be hiring a Director of Auxiliary Services who will lead this effort, as well as being responsible for auxiliary enterprises, including the bookstore, food service, facilities rental, vending and other pertinent contractual agreements. Food service contracts will be moved from the Foundation to the College's purview in July. We will begin to realize small revenue from this move. This fall quarter we will begin the process of determining what will be our vendor compliment in light of the findings in the Food Service Task Force report. The requests for expanded hours of operation and food item choices will be a top priority.

We have just hired Lisa Pletcher, Executive Dean for Workforce Development and Continuing Education. Despite having not officially begun her employment at Clark College, Lisa has already submitted to me outlines for business plans for each of the areas under her leadership. Our expectation is that there are significant opportunities for expansion and growth in her area that will generate additional revenue for the College. We have also hired a full-time Director of International Programs to replace the 40% position that was formerly in our organizational structure. Despite years of decline in the College's international student population, our goal is to have two hundred international students on campus in three years. And though this initiative appears under this category, aside from the financial benefits of enrolling international students, the diversity added to the college environment by students from other countries enriches learning. We have also hired a Director of Grants Development, who has already begun to develop grants to attract funds at the federal level.

Unit	*Proposed Action*	*Accomplishment*	*Results Policy*
Admin Svcs	Assist with the planning and specifications for a mobile computer lab.	Equipment specified and cost identified.	RE
Admin Svcs	Review campus food services delivery.	Food services report completed.	RD
HR	Assist in hiring process for revenue enhancement infrastructure.	Successful hiring of Workforce Dean, Director of Grants Development, Director of International Programs.	BBP
Foundation	Support College's options for food delivery.	Committee work completed; results presented to campus.	PCE
Foundation	Enhance private funds development.	Completed the assessment of existing programs and staff restructuring.	BBP

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Appendix 1.5 (continued)

Clark College President / Board Strategic Initiatives 2003-2004

3. Diversify College Revenue Portfolio (Continued)

Unit	*Proposed Action*	*Accomplishment*	*Results Policy*
Foundation	Design consistent planned gifts marketing and cultivation program.	Plan deferred pending reorganization of staff roles.	BBP
Instruction	Expand Allied Health offerings.	Implemented Nursing Assistant-Certified Program in conjunction with B&I. Implemented LPN to RN Advanced Placement cohort.	RE
Instruction	Collaborate with community partners in grant development.	Legacy Health Systems grant proposal submitted -- not funded.	BBP
Plan/Adv	Increase revenue through expansion of grant funding.	Vicki Kirk hired as Director of Grant Development. Contacts made with funding sources in Washington D.C.	PCE
Plan/Adv	Coordinate advancement activities with Clark College Foundation.	Executive Dean maintaining regular contact and coordinating events with Foundation.	BBP
Stu Dev	Develop application for TRIO grant.	Committee formed and preliminary meeting completed.	AC
Stu Dev	Improve retention and services for Running Start students.	Book funding resources and enrollments increased.	BBP

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Clark College President / Board Strategic Initiatives 2003-2004

4. Develop a Strategic Communications Plan

A Strategic Communications plan was developed by Tom Hunt and presented to the Board of Trustees at the June meeting. Many of the recommendations included in the plan are being implemented by the College. According to many people with whom I have spoken, the College has garnered more positive press during my tenure than in the previous years. Also the implementation of "open dialogues", a president's column in the *Run of the Mill,* monthly meetings with the AHE and WPEA, faculty breakfasts/lunches, and College Council meetings are steps that have been taken to improve internal communications. Additionally, meetings, presentations, attendance at community events/activities, and conferences with selected community leaders, have all provided opportunities to strengthen the College's communication with the external community. The addition of a Director of Media Relations, expected to be filled this summer, will strengthen the College's communication strategy.

Unit	*Proposed Action*	*Accomplishment*	*Results Policy*
Admin Svcs	Improve communications with Plant Services and campus.	Implemented construction website and regular e-mail updates on current projects.	RD
Admin Svcs	Improve College's Emergency Management and Response Plan.	Draft revision proposed and awaiting review by the new Director of Security.	PCE
Foundation	Clarify the Foundation's role in strategic communications.	Foundation role refined to focus on philanthropy-oriented communications. Moved "Partners" newsletter to College Relations.	BBP
HR	Improve communications on Personnel System Reform.	Information sessions held on campus; Department of Personnel information conveyed through email.	PCE
HR	Publicize employee development and training opportunities.	447 employees served through employee development; wide variety of relevant topics.	PCE
HR	Improve communication with new employees.	New employee orientation program has been developed and is offered monthly.	PCE
HR	Improve labor relations communications.	IBB negotiations held throughout year; changes ratified by faculty and WPEA Unit C agreement completed and ratified; presented for Board approval in June 2004.	PCE

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Appendix 1.5 (continued)

Clark College President / Board Strategic Initiatives 2003-2004

4. Develop a Strategic Communications Plan (Continued)

Unit	*Proposed Action*	*Accomplishment*	*Results Policy*
Instruction	Enhance instructional media support for faculty	9 classrooms equipped with media equipment since July 2003 – in progress.	RE
Plan/Adv	Develop a new Strategic Communications plan for Clark College.	Recommendations from consultant's Strategic Communication plan presented to Board at June 2004.	PCE
Stu Dev	Improve communication and services for Students at Town Plaza.	Expanded Counseling/Advising & Recruiting services and provided faculty consultations. Scheduled regular campus visits and information sessions.	PDCE
Stu Dev	Improve campus signage.	Recommendation of comprehensive plan submitted to Vice President of Student Development.	PCE
Stu Dev	Improve outreach to students at Town Plaza.	Offered financial aid presentations at least quarterly on financial aid topics. Reviewed staffing levels. Provided information about HB1079 Residency Classification to program director. Developed strategies for transition to campus through registration appointment process. Identified 1 activity/event for TPC students. Expanded information available at TPC.	BBP
Stu Dev	Improve student advocacy program.	Draft of process completed.	RD
Stu Dev	Expand student involvement in campus committees and governance.	Encouraged the use of students in focus groups and serving on campus committees. Mailed all students information about committee service. Recruited and submitted names for ASCC, campus and tenure review committees.	PDCE
Stu Dev	Increase campus awareness of disability services and support.	Completed resource file for campus.	RD
Stu Dev	Improve communication by Student Ambassadors	Program reviewed and evaluated with positive results.	PCE

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Clark College President / Board Strategic Initiatives 2003-2004

5. *Expand Community Involvement*

Increased visibility in the external community has been a critical factor in relationship building. Many community members have viewed the College as being isolated, difficult to navigate, and too embroiled in problems. It was a very wonderful gesture that the Foundation arranged for the Vancouver Rotary to hold a meeting at the College early in my tenure. Currently, I serve on the Board for the Southwest Washington Workforce Development Council and the Columbia River Economic Development Council. Presentations before groups like the Sertoma Club, the Greater Vancouver Chamber of Commerce (East), Kiwanis, and the Clark College Alumni Association have produced great returns in terms of recognition of the College and our leadership. Getting College leadership involved in the community will be high on our agenda, as soon as our leadership team is solidified. A community involvement matrix has been developed to assure that our efforts are focused strategically.

Unit	*Proposed Action*	*Accomplishment*	*Results Policy*
Foundation	Support the Cabinet and Advancement Staff in identifying and expanding the community involvement and linkages.	Community involvement matrix in place and being assessed as needed, continuing to focus significant attention on developing community linkages.	BBP
Instruction	Improve access to bachelor degrees.	Curricula and marketing efforts aligned with EWU BS in Technology program. New UETA AAS degree option being developed for transfer to EWU. Co-admission agreements finalized with WSUV, Marylhurst University, City University.	AC
Instruction	Offer flexible modes of learning.	Experiential Learning Program course approved by Curriculum Committee.	AC
Instruction	Increase visibility of the library in the community at large.	Previous library cards issued jointly with Fort Vancouver Library system. Baseline of issued cards under new system is 251 cards issued since July 2003. 4,505 cards to Clark students.	PDCE
Plan/Adv	Increase community awareness of Clark College services and offerings.	Provided printed materials for use by College staff at community events.	BBP
Plan/Adv	Establish ongoing relationships with elected officials.	Hosted Legislative Luncheon and Dinner in January. Meetings held with local elected officials on several issues. Legislators invited to campus events.	BBP

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Clark College President / Board Strategic Initiatives 2003-2004

5. Expand Community Involvement

Unit	*Proposed Action*	*Accomplishment*	*Results Policy*
Stu Dev	Increase discussions with employers about job opportunities for students.	Part-time, temporary Job Developer hired. 200 new employers contacted. The new Financial Aid Director will determine if continued funding is available for this position.	BBP
Stu Dev	Expand Service Learning program.	Workshops conducted for faculty. Service Learning advisory board established. Students recruited.	FSL

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Clark College President / Board Strategic Initiatives 2003-2004

6. Document Student Success through Outcomes Assessment

In September, a Task Force was created to jump-start the College's languishing outcomes assessment strategies. The Task Force developed a plan which was accepted and funded by the Executive Cabinet. Two hundred seventy-five thousand six hundred dollars ($275,600) was set aside for this initiative. The College's standing Outcomes Assessment Committee accepted the plan and created the strategies needed to implement the initiative. Chaired by a faculty member, Rita Carey, the strategies include training faculty for learning outcomes assessment. The goal of this effort is to clearly communicate learning goals and outcomes for each program within the College. Despite the AHE's lobbying against faculty participation, fifteen members of our faculty participated in the first summer session of the project.

Unit	*Proposed Action*	*Accomplishments*	*Results Policy*
Instruction	Bring Clark's communication requirement into compliance with ICRC.	Final plan adopted 1/04 and scheduled for implementation Fall 2005.	FSL
Instruction	Develop and align literature course outcomes with Humanities General Education Outcomes.	Outcomes completed and approved.	FSL
Instruction	Complete program reviews in 8 programs.	80% completed.	FSL
Plan/Adv	Provide data for Program Review.	Data distributed to all departments and programs. Final program reviews received and forwarded.	FSL
Plan/Adv	Achieve targets for Performance Reporting areas.	All 3 targets met.	FSL

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Clark College President / Board Strategic Initiatives 2003-2004

7. Launch Clark / WSUV / LCC Engineering and Science Institute

The partnership between Clark College, Lower Columbia College and Washington State University Vancouver has been touted in legislative circles as exemplary. The Engineering and Science Institute was launched in Spring 2004. To date, one hundred and eighty five applicants have expressed interest in the Institute's academic programs. Most notably however, has been the resolution of curricular and course planning issues leading to coherent baccalaureate degree offerings. Faculty within all three institutions are to be commended for this success. This summer, the three institutions will hire a Director to lead the Institute, reporting to the CEO's of the three institutions.

Unit	*Proposed Action*	*Accomplishment*	*Results Policy*
Admin Svcs Instruction	Design and implement a budget structure for the Institute.	Completed.	RE
Admin Svcs	Ensure that the Clark Center will adequately house and support the Institute.	Institute's needs have been addressed in the Clark Center design.	RE
Instruction HR	Hire faculty and staff for Institute.	Recruited and hired faculty in Biology, Physics, Chemistry, and Lab Technician.	RE
Instruction	Develop curriculum for Institute.	Course completed.	RE
Instruction	Develop library/media services plan for WSUV students.	Draft of plan completed.	RE
Instruction	Formulate budget and support infrastructure for Institute courses that may not necessarily be taught at WSUV campus.	Plan completed.	BBP
Plan/Adv.	Develop and implement recruitment and marketing strategies for the Institute.	Participated in joint Marketing Committee for the Institute. Developed and implemented Clark College Plan.	BBP
Stu Dev	Develop support services for Institute.	Developed recruiting and marketing plan. Developed admissions and advising plan. Developed course scheduling and support services plan.	BBP

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Clark College President / Board Strategic Initiatives 2003-2004

8. Bring East County Site Closer to Fruition

A site located in the Columbia Technology Center has been identified. A recommendation for acquisition, including price per square foot, space needed, and conditions, has been submitted to the Foundation. A discussion focused on community needs was held to inform program planning for the space. The Greater Vancouver Chamber of Commerce (East) hosted the discussion. Planned use will emerge over the next year.

Unit	*Proposed Action*	*Accomplishment*	*Results Policy*
Admin Svcs	Develop facilities plans for satellite campuses.	Capital Budget request submitted. Requesting funds to design a satellite campus in the Columbia Tech Center. Predesign underway.	AC
Admin Svcs	Provide budget support for satellite campuses.	Too early in process.	AC
Foundation	Prioritize Property Acquisitions for Foundation as relate to East County.	College's expectations and Foundation efforts assessed and are presently in sync.	AC
Foundation	Assist in funding of East County site.	Campus is holding specific assets in support of land acquisition or related need.	AC

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Clark College President / Board Strategic Initiatives 2003-2004

9. Expand Community Partnerships

Significant effort has been placed on expanding community partnerships. Relationships and projects between the College and the Columbia River Economic Development Council and the Southwest Washington Workforce Development Council have been strengthened. We are also excited about more recent discussions with the Vancouver School District, the City of Vancouver, the Community Foundation for Southwest Washington, The Restaurant at the Historic Reserve, PhixFocus Corporation and the Historic Reserve Trust that have produced promising opportunities for collaboration and partnerships. Additionally, articulation agreements have been signed with City University, The University of Phoenix and a co-admission agreement is being developed with Marylhurst University. Recent conversations with the University of Portland may also yield some promising opportunities.

Unit	*Proposed Action*	*Accomplishment*	*Results Policy*
Foundation	Grow Alumni Association and PAC.	Short-term alignment has been determined, with the Alumni Assn & PAC to be appropriately included in Foundation's planning processes.	BBP
Foundation	Determine the priority level and program orientation for developing new scholarship resources. (Scholarship Development)	College asked to approve the development of scholarships & other student financial support as a short-term (approx. 24 mos.) fund-raising focus for the Foundation.	AC
HR	Broaden training and education opportunities for employees.	Clark continues to mutually share training resources with WSU-V; often using WHETS system.	BBP
HR	Utilize partnerships to broaden training and education opportunities for employees.	Clark continues to mutually share training resources with WSU-V; WSU-V employees attend Clark training and Clark employees attend WSU-V training, often using WHETS system.	BBP
Instruction	Expand course offerings in East County.	Night classes held at Hockinson High School.	AC
Instruction	Expand K-12 partnerships.	Even Start classes ran in winter and spring at Hough Elementary School. Fall classes under review.	BBP
Instruction	Expand partnerships with community agencies.	Child & Family Studies – 200K grant for SELF Coalition secured.	BBP
Instruction	Expand library access.	Membership approved 2/2004. InnReach software purchased 3/2004.	BBP

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Clark College President / Board Strategic Initiatives 2003-2004

9. Expand Community Partnerships (Continued)

Unit	*Proposed Action*	*Accomplishment*	*Results Policy*
Instruction	Expand B&I and Continuing Education offerings.	Focus groups have been held and plans are being made to expand programs.	BBP
Instruction	Expand Continuing Education options through on-line programs.	Enrollment has increased from last year.	AC
Instruction	Expand learning opportunities for seniors.	Draft proposal for Elderhostel programs at Vancouver Barracks submitted; final proposal in progress.	BBP
Plan/Adv	Increase partnership activities between College, community and educational institutions.	Completed development of campaign and materials to promote summer enrollment in K-12 and to students through various media formats and direct mail.	BBP
Stu Dev	Partner with community to plan Center for the Arts.	VP of Student Development co-chaired task force. Instructional plan and feasibility studies completed.	BBP
Stu Dev	Support expansion of Paramedic Program.	Application completed and published 3 /04.	BBP

Results Policies Key

FSL = Focus on Student Learning
RD = Respect for Differences
BBP = Broad Based Partnerships
RE = Relevant Education
AC = Access to Comprehensive Education
PDCE = Personal Development & Cultural Enrichment
PCE = Positive Campus Environment

Appendix 1.6

CLARK COLLEGE

STRATEGIC PLAN

2004-2009

Positioning the College for its leadership role
in a changing community.

STRATEGIC PLANNING

DEVELOPING THE STRATEGIC PLAN: THE PROCESS

A Strategic Planning Task Force consisting of twenty-seven members was convened in October 2003 with the goal of completing the Strategic Plan by May 2004. Those serving on the Task Force included representatives from the Board of Trustees; College faculty, staff and administrators; local legislators; and community partners from business, workforce development and government. The College Council, composed of faculty and staff representatives from the four instructional units, administrative and exempt employees, student government and the campus bargaining units, reviewed key documents, surveyed their constituent groups and provided feedback to the Task Force. Contributions from many members of the College and local community then produced this Strategic Plan.

STRATEGIC PLANNING TASK FORCE MEMBERS

Ardyth Allen	Student Development Operations Manager
Roger Baker	Association of Higher Education
Candy Bennett	Executive Dean of Planning & Advancement, Co-chair
R. Wayne Branch	President, Co-chair
Karen Brown	Director of Multicultural Student Affairs
Rita Carey	Faculty representative: English, Math and Basic Skills
Don Carlson	Senator, Washington State Legislature
Tim Cook	Faculty representative: Social Sciences and Humanities
Bob Evans	Interim Vice President of Instruction
Sue Fratt	Clark College Board of Trustees
Lisa Gibert	Interim President, Clark College Foundation
Mike Godson	Faculty representative: Professional/Technical Programs
Sue Groth	Director of College and Community Relations
Cindy Heck	Staff Assistant
Leonoor Ingraham-Swets	Director of Library Resources
Travis Kibota	Faculty representative: Science, Health Science and Health/PE
Bob Knight	Vice President of Administrative Services
John McKee	Director of Vocational Services
Sherry Murphy	President, Associated Students of Clark College
Lisa Nisenfeld	Executive Director, Southwest Washington Workforce Development Council
Blaine Nisson	Vice President of Student Development
Bart Phillips	Executive Director, Columbia River Economic Development Council
Kimberley Pittman-Schulz	President, Clark College Foundation
Patti Serrano	Faculty representative: Business and Technology
Phil Sheehan	Director of Computing Services
Sylvia Thornburg	Dean of Social Science and Humanities
Jennifer Wheeler	President, Washington Public Employees Association

R. Wayne Branch
President

Susan Fratt, Chair
Board of Trustees

Fall 2004

Clark College, an educational leader in Southwest Washington for over seventy years, currently serves one of the fastest growing regions in the state of Washington. Economic forecasts, U.S. migration patterns and industry indicators predict that this environment will remain dynamic for the next several years. As the population in the community has grown, the College enrollment has continued to increase proportionately, producing significant stress on College programs and personnel. A high turnover rate in senior leadership positions over the past ten years has also taken its toll on the College's momentum.

As President and Board Chair, we both identified completion of a five-year Strategic Plan as our top priority for 2003–2004. The Strategic Plan intentionally directs College energy and resources to maintain the institution's value to the community. The Plan repositions the College to address the external forces of a rapidly growing community as well as the internal issues that impact the effectiveness of the institution. The Strategic Plan also proactively addresses recommendations from our regional accrediting body that relate to continuing efforts to develop a system for measuring and communicating institutional effectiveness.

The Strategic Plan is the result of thoughtful deliberation by many dedicated individuals in the College and in the community. It sets a direction for the next five years that positions Clark College as a leader in educational and training programs of the highest standards and as a committed community partner contributing to the economic, intellectual and cultural vitality of the region. Specifically, the Plan accomplishes three institutional goals:

- Define and communicate the vision, values and priorities of Clark College;
- Provide the basis for assessing institutional effectiveness;
- Provide a foundation for budget development that aligns College resources with College priorities.

We share our Plan with a great sense of pride and commitment to the community we serve.

R. Wayne Branch
President

Susan Fratt, Chair
Board of Trustees

CLARK COLLEGE VISION

A new Vision Statement provides a reinvigorated view along with a set of expectations for the College's role in shaping the future of individuals, their families, the community and society.

CLARK COLLEGE VISION STATEMENT

"Clark College, a respected leader in Southwest Washington, will be nationally recognized for our commitment to student success and excellence in teaching, empowering learners to enrich the social, cultural, and economic vitality of our region and the global community."

STATEMENT OF BELIEFS

Clark College affirms the following Beliefs as fundamental to its mission.

- We believe in a focus on learning as the foundation for decision-making.
- We believe in support for the efforts of faculty, staff and students in achieving high standards.
- We believe in the importance of a campus environment that fosters open communication and shared decision-making at all levels.
- We are committed to broad-based partnerships that support student learning, shared community resources and increased educational opportunities.
- We believe in program improvement and results-oriented decision-making that fosters innovation and creativity.
- We believe in accountability through goal setting and meaningful evaluation.

CLARK COLLEGE MISSION

The Mission of Clark College is integral to our success, and reaffirmation of the Mission Statement is central to our planning.

CLARK COLLEGE MISSION STATEMENT

"Clark College provides opportunities for individuals from diverse backgrounds to pursue their educational goals. The College offers accessible, comprehensive education; provides services to support student success; and fosters community partnerships that enhance student learning. The College focuses on professional/technical training, academic transfer, pre-college and basic skills, personal development, and cultural enrichment."

MISSION IMPERATIVES

Six Mission Imperatives provide the framework for planning and future decision-making:

Focus on Learning

The College will focus on learning as the foundation for decision making with respect to planning, technology, location, instructional methods and successful outcomes. Learners will receive a high-quality, innovative education and services that foster student success in achievement of their stated goals. Members of all employee groups will be provided with opportunities for professional development.

Access to Education

The College will offer programs and services that are affordable and accessible to residents of the community. Students will be provided flexible options for learning in locations that are easily accessible and resources that help make their education affordable.

Respect for Differences

The College will demonstrate a respect for differences and an appreciation of multiple perspectives. The campus environment will be governed by open communication and shared decision making and programs and services that support the needs of diverse populations.

Workforce Development

The College will provide educational programs and services that facilitate gainful and meaningful employment for students seeking training, retraining or continuing education. College programs and services will meet the economic needs of the community.

Broad-based Partnerships

The College will establish and maintain internal and external partnerships that support student learning, shared community resources, increased educational opportunities and shared governance. Partnerships will be fostered externally with education, business and industry and other community groups, and internally as cross-collaborations among students, faculty, disciplines and organizational units.

Management Excellence

The College will make strategic decisions in the distribution of limited resources and implement processes that enhance quality, demonstrate effectiveness, and ensure public accountability. The College will provide high-quality facilities and equipment, a healthy technology infrastructure and well-designed support services.

OPPORTUNITIES AND CHALLENGES

Completion of an external scan provided valuable information about the College's service district, including its economic, cultural and educational characteristics. The following list of Opportunities and Challenges faced by the College resulted from integrating data from the external scan with the knowledge base of members of the College community.

Resources Effective use of both human and capital resources is a major challenge for the College in these years of continued growth in enrollment and accompanying decline in state and federal funding. The College must prioritize allocation of funds in order to maximize use of existing dollars. An equally important challenge is to continue to attract and retain high quality and diverse faculty and staff. The College must be flexible and analyze new ways to increase funding, including entrepreneurial ventures and creative uses of technology. Identifying resources that help learners access education despite rising tuition and decreased state funding is vital to our mission. Keeping abreast of changes in technology will allow the College to be competitive with our peers. As we identify and prioritize resources, the College will be able to influence legislative discussions at local and state levels.

Curriculum and Programs A key challenge for the College is to create innovative programs that meet the changing needs of the community while maintaining an appropriate program mix and flexible delivery modes. We must evaluate and adjust offerings in professional/technical, transfer, basic skills and continuing education in response to demographic and economic changes in our service district.

Job Training As the leading provider of job training in Southwest Washington, the College must remain innovative and proactive in addressing job-training needs in the community. We need to partner with business and industry, the Workforce Development Council and other regional agencies. Access to quality job training will provide immigrants and disadvantaged residents with skills to obtain jobs.

Campus Community and Collaboration Supporting internal collaboration within the campus community will strengthen the cohesiveness and responsiveness of the College. Partnerships with K–12 districts, other colleges and universities, and business and industry will allow the College to optimize educational offerings to the community. We have a special responsibility to meet the needs of students from the State Schools for the Deaf and Blind, and should act as a deliberate, proactive leader to accomplish our goals with a high level of visibility.

Ethos and Spirit The College has a responsibility to maintain a campus culture that values and respects students, faculty and staff, and that recognizes and appreciates their diversity and uniqueness.

Space Management The College must effectively manage facilities by linking multiple sites through organizational and resource allocations, optimum classroom scheduling and the use of technology. We must address the increasing need for more parking.

The College expects to open its new Clark Center on the campus of Washington State University Vancouver in the fall of 2005. We anticipate opening another site, envisioned as a technology education and training center, in East Clark County within the next four years. We must assertively develop management plans to assure the effective use of resources, including faculty and staff, and establish enrollment and service target markets for both of these sites.

Support Cultural Events The community looks to the College as a prime supporter of cultural events. In addition to events sponsored solely by the College, such as theater, music and art, we can provide a proactive leadership role by collaborating with community partners to jointly support broader cultural initiatives, such as a Center for the Arts and the National Historic Reserve.

STRATEGIC PRIORITIES

Within the framework of the Mission Imperatives, Clark College will address several priorities identified as fundamental requirements for a leading comprehensive community college of our size and service district characteristics. A focus on these critical needs will allow us to build a proper platform to realize our vision.

Off-Campus Sites (East County Site and Clark Center)
In order to address the continuing expansion in enrollments, the College will finalize and implement a plan for delivery of instruction in East Clark County and in the Clark Center at Washington State University Vancouver.

Outcomes Assessment
In response to public demands for accountability, the College will complete a major curricular review and update that focuses on assessment of student learning. The College will also complete a cycle of review of College programs with the same focus on accountability.

Professional Development
The College will focus energy on designing and implementing comprehensive professional development plans for all employees, including faculty, administrators and staff.

Campus Climate
The College will support a campus climate and spirit that values quality faculty and staff and supports collaborative decision making. We will develop and nurture communication processes that strengthen the cohesiveness and responsiveness of the College.

Distance Learning
The College will develop a comprehensive distance learning program as one method of meeting the educational needs of our growing regional population and staying competitive in the educational environment of the future.

IMPLEMENTING THE STRATEGIC PLAN: THE OPERATIONAL PLAN

The Strategic Plan is a foundational document that will guide decisions at all levels of the College. The Mission Imperatives provide the framework for developing annual operational plans. Each year, beginning in July, all areas of the College will develop operational plans to be implemented during the ensuing year. The operational plans, composed of a series of goals that align with the Mission Imperatives and Priorities, will include timelines and the means to measure achievement. Broad participation by all employee groups will be central to the success of the operational plans, which will be monitored throughout the year and evaluated at the close of the academic year. Progress will be reported annually to the Clark College Board of Trustees at its June meeting.

The annual operating plans will be used to guide development of the College's budget. Allocations will be made based upon the strategies that enable the College to uphold our Mission Imperatives and meet the challenges of our Priorities. We will base the evaluation of the College's effectiveness upon measurements of performance as well as use of fiscal and human resources.

Appendix 1.6 (continued)

CLARK•COLLEGE

1800 E. McLoughlin Blvd.
Vancouver, WA 98663-3593
www.clark.edu

Appendix 1.7

Strategic Plan Implementation Cycle
2004-2005 and 2005-2006

July 2004

Implementation of Strategic Plan begins.

August 2004

Goal Setting for 2004-05
- Cabinet drafts unit goals.
- Cabinet Retreat – Goal Discussion and agreement on unit goals and College goals.
- Board Retreat – Discussion about goals – Unit, College, President.

August 2004 –June 2005

Units implement strategies to support 2004-05 goals.

January 2005

Goal-setting for 2005-06
Cabinet members work with units to develop goals and strategies for 2005-06.

January – August 2005

Budget development for 2005-06 identifies resources to support goals and strategies.

Benchmarking process.

June – August 2005

Cabinet and Board evaluate 2004-05 progress.

Review Strategic Priorities.

Benchmarking and Key Indicators

August 2005 – June 2006

Units implement strategies to support 2005-06 goals.

January 2006

Goal-setting for 2006-07
Cabinet members work with units to develop goals and strategies for 2006-07.

June 2006
Cabinet and Board evaluate 2005-06 progress.

Evaluating our Success

Cabinet reviews progress with President every six months.
President reviews progress with Board quarterly.
President evaluates Cabinet members on progress annually.
Board evaluates President on progress annually.

Appendix 1.8

SAMPLE

Strategic Plan 2004 – 2009
Operational Plan - Year One
Final Report

June 2005

Appendix 1.8 (continued)

Clark College Strategic Plan
Operational Plan – Year One
Final Report
2004 – 2005

Sample

1. Focus on Learning

The College will focus on learning as the foundation for decision-making with respect to planning, technology, location, instructional methods and successful outcomes. Learners will receive a high quality, innovative education and services that foster success in achievement of their stated goals. Members of all employee groups will be provided with opportunities for professional development.

Unit	*Goal*	*Estimated Completion Date*	*Final Report – June 15, 2005*
Instruction	Assess and revise scheduling processes to address Noel-Levitz challenges: "Adequate class sections are available to allow me to complete my program in a timely manner." "I am able to register for classes I need with few conflicts." "Classes are scheduled at times that are convenient for me."	Winter 2005	**Completed.** • Fall 2005 schedule includes English class changes. • Resource 25 class scheduling software purchased. • Met with faculty and staff to discuss scheduling issues. **In progress**. Summer – classroom inventory, software installation and data entry, initial training for staff.
Student Development	Work in partnership with the Office of Instruction to develop and implement services for distance education.	June 2005	**Completed.** • On-line orientation implemented September 2004. • Additions to website for Financial Aid completed January 2005. • Course developed for distance education student success completed January 2005 and class offered Spring 2005. • List of needs and procedures for students of disability. **No longer applicable.** WAOL not part of college distance education plan.

Appendix 1.8 (continued)

Clark College Strategic Plan
Operational Plan – Year One
Final Report
2004 – 2005

Sample

2. *Access to Education*

The College will offer programs and services that are affordable and accessible to residents of our community. Students will be provided flexible options for learning in locations that are easily accessible and resources that help make their education affordable.

Unit	***Goal***	*Estimated Completion Date*	***Final Report – June 15, 2005***
President	Work with the State Board and local stake-holders supporting the development of the East County site, its facilities, programs, and services	June 2005	**Completed.** Design phase funding is in place for East County and the Columbia Tech Center officials have signed the purchase/sale agreement. The State AGA has also agreed to the details of the purchase/sale agreement.
Administrative Services	Implement improved campus parking.	Annual survey	**In progress.** The Parking Task Force has submitted its recommendations to the Security/Parking Advisory Committee and those are being analyzed. The north parking lot and the west side of Ft. Vancouver Way parking renovations will be completed by September 2005. Additionally, the Veteran's Administration parking lot improvements are planned for Summer 2005. Agreements with the VA are being finalized. These improvements will greatly improve parking availability and student/faculty safety.
Workforce Education	Increase relevant course and program options in Customized Training & Continuing Education that meet the needs of the community.	June 2005	**Completed**. Database of available faculty created. 5 partnerships created with healthcare providers. 3 new partnerships formed with Chamber of Commerce, WorkSource and WMS.

Appendix 1.8 (continued)

Clark College Strategic Plan
Operational Plan – Year One
Final Report
2004 – 2005

Sample

3. Respect for Differences

The College will demonstrate a respect for differences and an appreciation of multiple perspectives. The campus environment will be governed by open communication and shared decision-making, and programs and services that support the needs of diverse populations.

Unit	***Goal***	*Estimated Completion Date*	***Final Report – June 15, 2005***
Human Resources	Lead and promote diversity initiatives and intentions in hiring and training.	June 2005	**Completed**. Activities designed to increase diversity of applicant pools: contracted recruiter in S.F. Bay area; college attended S.F. job fair; offered break out meetings with VP and President; Broadened mailings and contacts to referrals; advertisements placed in diversity publications and websites. **In progress**. Continue presence at job fairs and outreach.
Student Development	Provide personal and direct leadership to ensure diverse hiring pools are achieved for new hires.	June 2005	**Completed.** • List of recruitment contacts developed to market positions in December 2004. • Encourage diverse candidates through use of professional organizations' list serves and public employment agencies. • Hiring pools averaged 18.7% ethic diversity for the year.

Appendix 1.8 (continued)

Clark College Strategic Plan
Operational Plan – Year One
Final Report
2004 – 2005

Sample

4. Workforce Development

The College will provide educational programs and services that facilitate gainful and meaningful employment for students seeking training, retraining or continuing education. College programs and services will meet the economic needs of our community.

Unit	***Goal***	*Estimated Completion Date*	***Final Report – June 15, 2005***
Instruction	Evaluate the effectiveness of the advisory program committee structure and explore the strategies to strengthen the connection to the vocational programs.	Spring 2005	**Completed.** The advisory committee handbook has been completed. **In progress**. Work is in progress to bring all advisory committees into compliance with WACS.
Workforce Education	Identify and develop new programs/ customized training to address emerging markets and technologies.	June 2005	**Completed.** Future Search held with 100 community leaders Placement rate increased to 91%. ESL Training partnership delivered training to the Red Lion, First Aid Only, Columbia Vista, and Tensolite. New training partnership formed with New Edge Networks. Apprenticeship roundtable held with 45 participants.

Appendix 1.8 (continued)

Clark College Strategic Plan
Operational Plan – Year One
Final Report
2004 – 2005

Sample

5. Broad-based Partnerships

The College will establish and maintain internal and external partnerships that support student learning, shared community resources, increased educational opportunities and shared governance. Partnerships will be fostered externally with education, business and industry and other community groups, and internally as cross-collaborations among students, faculty, disciplines and organizational units.

Unit	***Goal***	*Estimated Completion Date*	***Final Report – June 15, 2005***
President	Work with the College Foundation to detail fundraising priorities for the College.	June 2005	**In Progress.** This should be completed by September/October 2005.
Administrative Services	Communicate capital project activities and provide opportunities for feedback.	Ongoing	**Completed.** Capital project communication is in place through e-mail notifications, web cam, internet information, and weekly meetings. Capital projects information is updated continually via the intranet and web-cam visuals of active projects. Project managers meet weekly to update status of upcoming and ongoing projects.
Planning and Advancement	Facilitate development of a legislative agenda for the college that regularly communicates to elected officials the institution's priorities.	January 2005	**Completed.** Agenda finalized and distributed to legislators, Board, EC, and Management Team; and posted on intranet.

Appendix 1.8 (continued)

Clark College Strategic Plan
Operational Plan – Year One
Final Report
2004 – 2005

Sample

6. Management Excellence

The College will make strategic decisions in the distribution of limited resources and implement processes that enhance quality, demonstrate effectiveness, and ensure public accountability. The College will provide high quality facilities and equipment, a healthy technology infrastructure, and well-designed support services.

Unit	***Goal***	*Estimated Completion Date*	***Final Report – June 15, 2005***
Human Resources	Complete classification review project for classified staff; communicate and implement recommendations.	October 2004	**Completed**. Classification review project completed.
Planning and Advancement	Develop process for administering web surveys.	March 2005	**Completed.** Documentation completed and process posted on intranet; emailed to campus master list.

Appendix 1.9

SAMPLE

Strategic Plan
Operational Plan - Year Two

Strategic Initiatives
2005-2006

October 2005

Appendix 1.9 (continued)

Clark College Strategic Plan
Operational Plan – Year Two
Strategic Initiatives
2005-2006

Sample

1. Focus on Learning

The College will focus on learning as the foundation for decision-making with respect to planning, technology, location, instructional methods and successful outcomes. Learners will receive a high quality, innovative education and services that foster success in achievement of their stated goals. Members of all employee groups will be provided with opportunities for professional development.

Unit	*Goal*	*Outcomes (Must be measurable)*	*Responsible Person*	*Estimated Completion Date*	*Amount Requested*	*Funding Source*
Communications	Institutionalize a branding and identity plan for Clark College.	Completed plan with measurable action items.	Exec. Dir. of Comm. / Dir. of Marketing	Winter 2006	$5,000	Operating Budget
Human Resources	Develop and implement an institution-wide customer service training program.	Improved customer service and access to college programs and services, standardized throughout institution.	Environ. Health & Emp. Dev. Mgr/ Registrar	June 2006	Part of $12,700 above for supervisory training	Approved Operating budget
Instruction	Advance, through strategic dialogue and training, a learner-centered structure for the college.	Develop strategies for incorporating learner-centered strategies for classrooms.	VP of Instruction/ Instructional Council	Spring 2006	$10,000	Instruction

Appendix 1.9 (continued)

Clark College Strategic Plan
Operational Plan – Year Two
Strategic Initiatives
2005-2006

Sample

2. *Access to Education*

The College will offer programs and services that are affordable and accessible to residents of our community. Students will be provided flexible options for learning in locations that are easily accessible and resources that help make their education affordable.

Unit	*Goal*	*Outcomes (Must be measurable)*	*Responsible Person*	*Estimated Completion Date*	*Amount Requested*	*Funding Source*
Administrative Services	Implement IT infrastructure at Clark Center.	Successful implementation of network, AV, and telephone equipment.	Dir. of Comp. Svcs	Fall 2005	To Be Determined	Capital Project Fund
Instruction	Increase the efficiency, flexibility, and availability of the college's courses and programs responding to the stated needs of students and prospective students.	S/F ratios will be increased by .5 for the year. Specific needs of current and prospective students will be identified.	VP of Instruction/ VP of Student Affairs	Spring 2006	None	N/A
Student Affairs	Increase access of low-income Running Start students by providing funding to purchase books.	10% of RS students who are eligible for either free or reduced fee lunch received FULL book funding.	Assoc. Dir. of Running Start	June 2006	$8,000	Approved Operating Budget

Appendix 1.9 (continued)

Clark College Strategic Plan
Operational Plan – Year Two
Strategic Initiatives
2005-2006

Sample

3. Respect for Differences

The College will demonstrate a respect for differences and an appreciation of multiple perspectives. The campus environment will be governed by open communication and shared decision-making, and programs and services that support the needs of diverse populations.

Unit	*Goal*	*Outcomes (Must be measurable)*	*Responsible Person*	*Estimated Completion Date*	*Amount Requested*	*Funding Source*
Communications	Support campus diversity goals and initiatives – including recruitment and retention of faculty and students – through internal and external communications.	Feature articles in campus communication tools, the college class schedule, and news articles in daily/weekly newspaper(s).	Exec. Dir. of Comm./Comm. staff	Ongoing	None	N/A
Human Resources	Create a college-wide diversity plan.	Institutionalize diversity through diversity plan and benchmarking recommendations. Develop representation goals for institution.	Assoc. VP of HR Assoc. Dir. of HR	June 30, 2006	None	N/A

Appendix 1.9 (continued)

Clark College Strategic Plan
Operational Plan – Year Two
Strategic Initiatives
2005-2006

Sample

4. Workforce Development

The College will provide educational programs and services that facilitate gainful and meaningful employment for students seeking training, retraining or continuing education. College programs and services will meet the economic needs of our community.

Unit	*Goal*	*Outcomes (Must be measurable)*	*Responsible Person*	*Estimated Completion Date*	*Amount Requested*	*Funding Source*
Student Affairs	Develop internship opportunities for all students allowing them to engage in meaningful, work-based learning experiences.	At least 20% more students placed in internships or co-ops than last school year. At least 10% more new work study contracts developed with off-campus employers.	Dir. of Career & Empl. Svcs/ Dir. of Fin. Aid	June 2006	None	Funding available through JLD (Job Location & Devel.) (Fin. Aid) funds and existing institutional staff budget.
Workforce Development	Develop new apprenticeship opportunities.	At least two new apprenticeship opportunities developed in the areas of healthcare and transportation.	Dir. of Workforce Ed.	June 2006	None	Program Budget

Appendix 1.9 (continued)

Clark College Strategic Plan
Operational Plan – Year Two
Strategic Initiatives
2005-2006

Sample

5. Broad-based Partnerships

The College will establish and maintain internal and external partnerships that support student learning, shared community resources, increased educational opportunities and shared governance. Partnerships will be fostered externally with education, business and industry and other community groups, and internally as cross-collaborations among students, faculty, disciplines and organizational units.

Unit	*Goal*	*Outcomes (Must be measurable)*	*Responsible Person*	*Estimated Completion Date*	*Amount Requested*	*Funding Source*
Planning and Advancement	Involve more students in statewide and federal legislative advocacy.	Students serve on Legislative Action Committee and travel to Olympia during legislative session.	Exec. Dean of Planning & Adv.	June 30, 2006	None	N/A
Workforce Development	Develop, maintain and enhance relationships with institutional partners (CREDC, SWWDC, WorkSource, etc.).	Consistent participation in WorkSource leadership group meetings. Co-location of WIA specialist on campus.	Exec. Dean of Workforce & Cont. Ed., Dir. of Corp. Ed. & Dir. of Workforce Ed.	June 2006	None	Program Budget

Appendix 1.9 (continued)

Clark College Strategic Plan
Operational Plan – Year Two
Strategic Initiatives
2005-2006

Sample

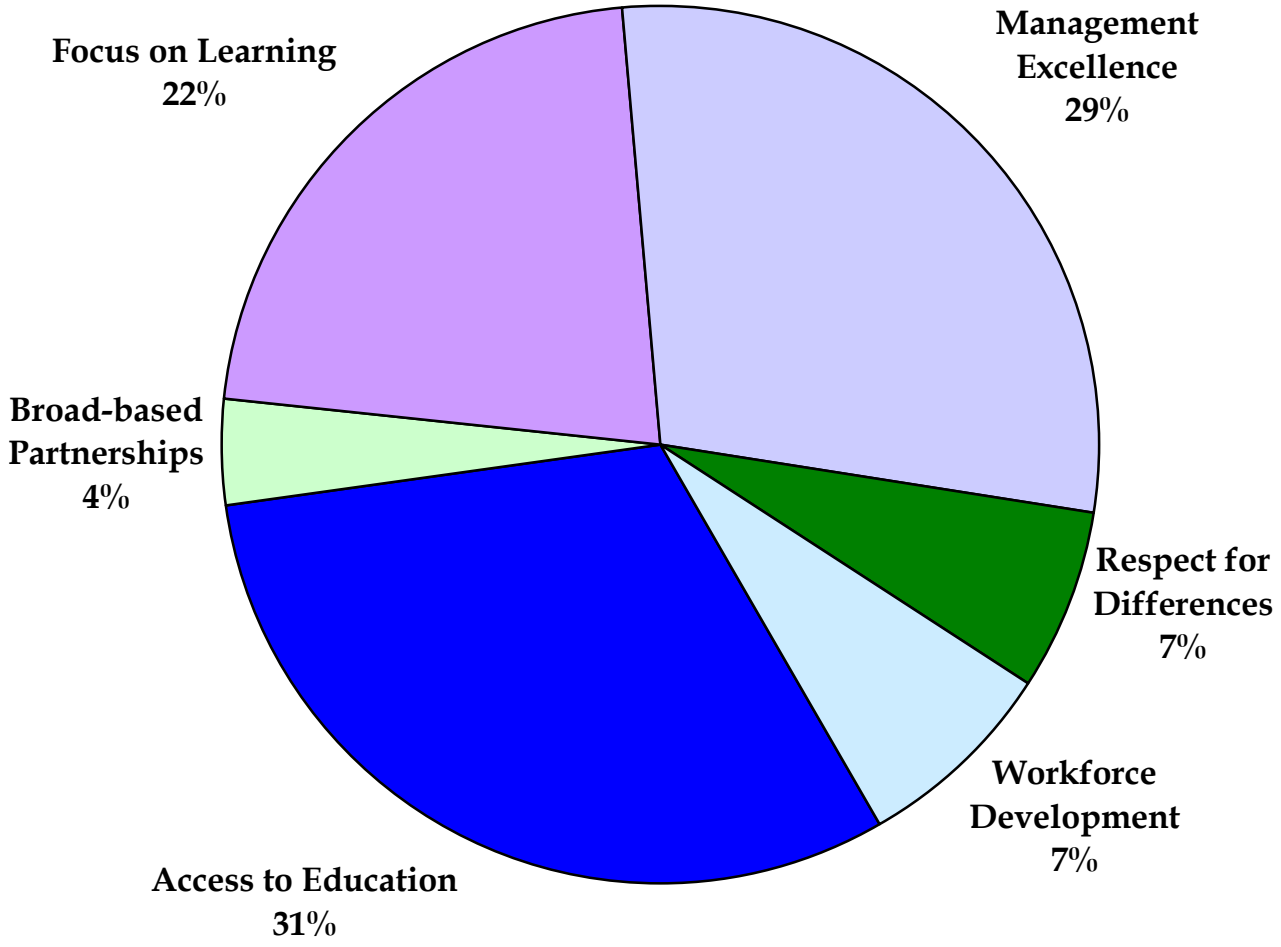
6. Management Excellence

The College will make strategic decisions in the distribution of limited resources and implement processes that enhance quality, demonstrate effectiveness, and ensure public accountability. The College will provide high quality facilities and equipment, a healthy technology infrastructure, and well-designed support services.

Unit	*Goal*	*Outcomes (Must be measurable)*	*Responsible Person*	*Estimated Completion Date*	*Amount Requested*	*Funding Source*
Administrative Services	Establish standard level of service outcome in security, events planning, and information technology.	Improved campus understanding of services provided.	VP of Admin. Svcs	June 30, 2006	None	N/A
Human Resources	Implement WPEA master agreement.	Provide training. Establish Seniority List. Revise policies and procedures as needed. Clarify interpretation. Implement process for dues/ representation fees.	Assoc. VP of HR	June 30, 2006	None	N/A
Planning and Advancement	Facilitate initial organizational steps for 2008 full-scale accreditation.	Steering committee selected. Team attends 2006 Self-Study Workshop.	Exec. Dean of Planning & Adv.	March 31, 2006	$4,000	Approved Operating budget

Appendix 1.10

2005 - 2006
Total Approved Funds and Related Mission Imperatives
Total Funds = $1,404,023



Office of Planning and Advancement
June 2005

Appendix 1.11

Benchmarking Team Reports

September 2005

Focus on Learning
Access to Education
Respect for Differences
Workforce Development
Broad-based Partnerships
Management Excellence

Clark College
Benchmarking Report

Mission Imperative: Focus on Learning

"The College will focus on learning as the foundation for decision-making with respect to planning, technology, location, instructional methods and successful outcomes. Learners will receive a high quality, innovative education and services that foster student success in achievement of their stated goals. Members of all employee groups will be provided with opportunities for professional development."

Benchmarking Overview

Learning is the reason for colleges to exist. Achieving excellence as a community college requires that Clark College achieve excellence in teaching and learning. This requires that all members of the Clark community work together to achieve this goal, that they be supported with sufficient appropriate development opportunities, that efforts be accurately and completely assessed, that assessment results lead to effective changes in procedure, that impediments to student success be addressed and mitigated, and that technology, facilities, infrastructure, and all other manifestations of the organization support a focus on learning.
To generate benchmarking characteristics for the Focus on Learning Mission Imperative, our team utilized the "Learning College Project" model developed by the League of Innovation in the Community College.

Benchmarking Characteristics

***Employee Development*:** Clark College prepares all employees to be successful facilitators of learning by providing appropriate development opportunities.

Organizational Culture: The organizational culture at Clark College emphasizes learning as the major institutional priority. The College relies on collaborative decision making principles, open communication, and thorough analysis of relevant evidence to support diverse, effective, and innovative learning opportunities.

***Outcomes Assessment*:** Clark College promotes a culture of assessment by establishing measurable student learning outcomes at every instructional level, conducting systematic and cyclic program reviews, and making decisions based on assessment findings at every instructional level.

Information Technology: Technology at Clark College contributes to the process and support of learning. Students, staff, faculty and administration are involved in technology planning, decision-making and training. Technology is integrated into our classrooms and operations to best serve our campus community.

***Student Preparation*:** Clark College provides learning centered programs, courses and services that ensure all students are prepared to succeed.

Exemplary colleges, organizations and materials researched

Exemplary colleges

- Employee Development—De Anza College, Cupertino, CA http://www.deanza.fhda.edu/
- Organizational Culture—Valencia Community College, Orlando, FL http://www.valencia.cc.fl.us/
- Outcomes Assessment—Skagit Valley College, Mount Vernon, WA http://www.skagit.edu/
- Information Technology—Humber College Institute of Technology and Advanced Learning, Toronto, Canada http://www.humber.ca/
- Student Preparation—Lane Community College, Eugene, OR http://www.lanecc.edu/

General references

- The Learning College Project (2004). Retrieved April 1, 2005, from http://www.league.org/league/projects/lcp/index.htm
- O'Banion, T. (1997). *A Learning College for the 21st Century*. Westport, CT: Oryx.

Taskforce Members

Miles Jackson, Chair	Marilyn Hale
Roger Baker	Tani McBeth
Deena Bisig	Peggy McClellan
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Rita Carey	Rebecca Wale
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Clark College
Benchmarking Report

Mission Imperative: Access to Education

"The College will offer programs and services that are affordable and accessible to residents of our community. Students will be provided flexible options for learning in locations that are easily accessible and resources that help make their education affordable."

Benchmarking Overview

Access is fundamental to the mission of Clark College. In order to maximize access, the College must create a "Mapquest for Success at Clark College" that implements an integrated plan providing students access to affordable resources needed for admission, achievement of goals, job placement, connections to further education, and/or opportunities for lifelong learning. Flexible learning options and a welcoming environment are key to student success.

Benchmarking Characteristics

Affordable: Faculty, staff and administrators are knowledgeable about and inform students of opportunities for scholarships and financial aid. The College continually works with state and federal legislators to minimize tuition increases and enhance student aid programs. Wherever possible, the College take steps to control the passing-on of costs to students, whether through fees, increased costs for book and materials, or charges for services that are currently free or at low cost.

Accessible: Clark College employees strive to remove barriers preventing students from enrolling and succeeding at the College. Instruction and services are accessible to students at all campus locations—real or virtual. Tutoring, mentoring, and retention services give students the opportunity to be successful. The College provides outreach to late elementary, middle, and high school students through recruitment and integrated activities.

Flexible: The College provides course delivery options for students with a variety of learning styles at a time and location that meets their needs. Technology and distance education provide flexible options for delivery of instruction and student services. Technology enhances access for those with learning or physical disabilities.

***Environment*:** The College provides an environment where all students are respected and valued and the campus environment of cooperation and enthusiasm allows ideas and information to be freely exchanged. Students feel welcomed because customer service is a high priority. The College is integrated into the fabric of the community, thereby fostering a welcoming environment with those we serve.

Exemplary colleges, organizations and materials researched

- Integrated admissions, credentials, and financial planning software and counseling—Art Institute of Portland, Portland, OR
- Alternative modes of delivery (evenings, weekends, satellites, distance education) — Cameron University, Lawton, OK
- 45-credit check program increases retention and ensures advising errors are minimized—Cascadia Community College, Bothell, WA
- Complete student services at each site; personnel are rotated through sites for better customer service—Central Piedmont Community College, Charlotte, NC
- Positive college climate to produce an atmosphere welcoming to all students—Fresno City College, Fresno, CA
- Ideas about integration of student services from admissions to alumni; Future Trends in Higher Education Enrollment Audio-Conference, Marguerite Dennis—Suffolk University, Boston, MA
- Outstanding kiosk and signage system makes virtual and physical access friendly and easy—North Seattle Community College, Seattle, WA
- Distance education programs—Portland Community College, Portland, OR
- Outreach to Hispanic, Native American, and first-generation-college populations—West Hills Community College, Coalinga, CA
- Coordinated one-stop Student Services area combined with four-year institution access (both student services and instruction) in new distance education building—Yakima Valley Community College, Yakima, WA

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Clark College
Benchmarking Report

Mission Imperative: Respect for Differences

"The College will demonstrate a respect for differences and an appreciation of multiple perspectives. The campus environment will be governed by open communication and shared decision making and programs and services that support the needs of diverse populations."

Benchmarking Overview

Clark College can weave this imperative throughout the fabric of the institution by approaching Respect for Differences in a calculated and methodical manner in a highly visible manner. The discussion must be guided by open communication and shared decision-making and be both institution-wide (constituents) and institutionalized (practice). The College must have an understanding of our institution, reach consensus on a common understanding of Respect for Differences, and share accountability throughout the campus community.

Benchmarking Characteristics

Multiple perspectives: Clark College ensures that all members of its community experience a positive interaction and feel valued and supported. Embracing the Respect for Differences Imperative allows Clark College to truly be responsive as a community.

Diversity: Clark College engages in ongoing assessment of its campus environment. The College proactively accommodates the cultural sensitivity for all members of the campus community by assessing the aesthetics and visible environment, physical aspects of the College and events and activities and assuring that they reflect multicultural perspectives and diversity. The college integrates diversity initiatives by partnering with community and business and industry leaders.

Communication and decision-making: The College supports an environment that encourages open and constructive interchange. A shared governance model enables open communication and meaningful participation in decision-making.

Curriculum and course enhancement: The College insures that teaching and learning is dynamic for all constituents by instituting a model of "Curriculum Transformation" that infuses diversity throughout the curriculum. External community members representing differences provide leadership from the community.

Student and employee recruitment and retention: The College implements a comprehensive recruitment and retention plans for diverse students and employees.

Community Relations: The College establishes and promotes a wide variety of activities that promote communication, student involvement and cultural appreciation.

Exemplary colleges, organizations and materials researched

Communication and Decision Making

- Open environment, diversity training and funding—Tacoma Community College, Tacoma, WA
- Shared governance model—Lansing Community College
- Shared governance model including staff development and work environment committees—Los Angeles City College, Los Angeles, CA

Curriculum and Course Enhancement

- Curriculum transformation project—University of Washington, Seattle, WA
- Diversity infusion program—Maricopa Community College, Mesa, AZ
- International and intercultural awareness course competencies—Rockland Community College
- Integrate diversity into curriculum, establish ethnic and gender studies programs, and infuse community leadership into classroom—Tacoma Community College, Tacoma, WA
- Faculty seminars, workshops and development of new programs on culture sensitivity and awareness—San Jose University, San Jose, CA
- Infuse multicultural perspectives into curriculum—Virginia Tech

Employee Recruitment and Retention

- Hiring, job-shadowing, faculty and staff resources and training—Tacoma CC
- Faculty and staff training, recruitment, mentoring—San Jose State University, San Jose, CA
- Multicultural competencies institute—University of California, Irvine, CA

Student Recruitment, Retention and Success

- Literary and film forums, cultural beauty pageant—University of Arizona
- Role playing as teaching tool—California State University
- Open forums—Evergreen State College
- Goals and activities for increasing enrollment and retention of students of color—Tacoma CC
- Leadership academy—Maricopa Maricopa Community College, Maricopa Council on Black American Affairs
- Orientation, diversity workshops, Multicultural Center—San Josè State University
- Outreach programs and activities and comprehensive plan—Virginia Tech
- Diversity incentive funds and campus diversity dialogue series—University of South Carolina
- College-wide plan, cultural climate survey, document accomplishments—Tacoma CC
- Diversity council—Edmonds Community College
- Model “Diversity Portal”—Maricopa Community College
- Targets and performance indicators and campus-wide program—University of Massachusetts
- Campus climate office and assessment—San Jose State University
- University incentive program supporting diversity-related initiatives—Virginia Tech

Community Relations: Campus and External Community

- Promote activities supporting cultural appreciation and diversity—San Jose State
- Communication of diversity initiatives and multicultural images—Virginia Tech
- Multiculturalism through the arts and community involvement—Tacoma CC
- Constituency interest groups—Maricopa CC
- Mentoring program—Hewlett Packard

Taskforce Members

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Clark College
Benchmarking Report

Mission Imperative: Workforce Development

"*The College will provide educational programs and services that facilitate gainful and meaningful employment for students seeking training, retraining or continuing education. College programs and services will meet the economic needs of our community."*

Benchmarking Overview

The community recognizes Clark College as a leader and driving force in workforce preparation. Clark College provides flexible, high quality workforce training and education services on demand. Access to workforce programs, products and services is transparent and efficient. Continuous quality improvement guides the creation and maintenance of effective workforce programs and visible and active relationships with stakeholders produce workforce solutions. Through academic rigor and real world experience students are prepared for the workforce.

Benchmarking Characteristics

Leadership: The business community recognizes Clark College's active leadership in workforce and economic development. Clark College facilitates regional labor market analyses, economic development strategies and workforce development initiatives.

Access: Workforce programs are delivered via multiple sites and modalities, with credit and non-credit options, and are easily accessed by community constituencies.

Community Responsiveness: Active and ongoing relationships with stakeholders are identifiable in program development, delivery and improvement. The College maintains an inventory of programs and services offered, uses multiple methods for delivery, and keeps a record of responsiveness to training requests.

Workforce Preparation: Facilitated real-world experiences are essential and meaningful components of each student's education plan.

Exemplary colleges, organizations and materials researched

- Workforce Education—Maricopa Community College District, AZ
- Workforce Education—Cuyahoga Community College District, OH
- International Workforce Programs—North Idaho Community College, ID
- Entrepreneurship and Workforce Education—Central Piedmont Community College District, NC
- Baldrige Criteria (Data Driven Decision Making)—University of Wisconsin, Stout, WI
- Customized Training and Workforce Development Planning—Clark College
- Entrepreneurial Education—Springfield Technical Community College, Springfield, MA
- Partnership with Industry—Johnson County Community College, Overland Park, KS

Taskforce Members

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Clark College
Benchmarking Report

Mission Imperative: Broad-Based Partnerships

"The College will establish and maintain internal and external partnerships that support student, learning, shared community resources, increased educational opportunities and shared governance. Partnerships will be fostered externally with education, business and industry, and other community groups, and internally as cross-collaborations among students, faculty, disciplines and organizational units."

Benchmarking Overview

Partnerships, both internal and external, promote and support student learning, shared community resources and educational opportunities. A shared governance model provides the basis for effective partnerships internal to the College. In order to be successful partners, the partnerships of Clark College must reflect several key elements including clear goals, trust, communication, synergy, investment in the relationship as well as institutional buy-in within the organization, and responsiveness to the community.

Benchmarking Characteristics

***Goals*:** Clark College and its partners communicate their own goals, values and agendas and work together to clearly articulate goals and values for the partnership. Partnership goals are complementary, clearly understood by each partner, and reflected in realistic, measurable objectives and/or other deliverables that are measured over time to show success, improvements, and lessons learned.

***Trust*:** Clark College and its partners fulfill their promises on time and in full (follow-through). They work together to meet the needs of their individual agendas and are willing to compromise certain aspects of their individual goals for the greater good when necessary and agree to forgive each other when failures occur. Clark College and its partners have a clear understanding of how to enter and exit partnerships and agree to evaluate their participation on a regular basis. They engage one another with the expectation that their organizational agendas will be met through the goals of the partnership and commit to making each other successful.

***Communication*:** Clark College and its partners learn the particular language, structures and culture that form each organization. Partners communicate honestly, and with full disclosure, and maintain constant contact, checking in on projects, affirming progress, celebrating successes, and learning from mistakes.

***Synergy*:** Clark College and its partners bring different knowledge bases, perspectives, experiences, and resources (money, information, people, ideas and facilities) to the partnership in an effort to achieve results greater than the sum of their contributions. Partnerships foster creativity, flexibility and innovation.

***Investment in Relationship*:** Clark College and its partners invest a significant amount of time and effort in to attending to the "nuts and bolts" of the partnership. Boundaries, authority, and responsibilities are clearly defined and renegotiated over time. They share power, and representatives from each partnering group are empowered to commit their group's resources working under a "shared governance model" that fits their needs.

***Institutional Buy-In*:** Clark College and its partners procure the necessary support (money, meeting space, staff, priority, attention, materials, authority, etc.) for the partnership. Support is demonstrated throughout the organization, from senior leadership through support staff who are responsible for carrying out tasks related to the partnership.

***Community Responsiveness**:* Clark College and its partners pursue opportunities to serve local needs and concerns that fit the local culture and enhance the reputation of all partners in the community.

Exemplary colleges, organizations, and materials researched

Exemplary Colleges and Organizations:

Business/Governmental Partnerships

- Business community and Job Search Efforts—Anne Arundel Community College, Hanover, MD
- Microsoft Partnership—Bellevue Community College, Bellevue WA
- College and Business Partnerships—Collegiate Consortium for Workforce and Economic Development, Philadelphia, PA
- Corporate College—Cuyahoga Community College, Cleveland OH
- Civic Engagement—Portland State University, Portland OR

Instructional Partnerships

- Partnerships in Instruction—Community College of Baltimore County, Baltimore MD
- Inter-College collaboration—Eastern Washington University, Cheney WA
- Support of Early Learning and Families—SELF Partnership,Vancouver WA
- Online Degrees Partnering with Community College throughout US—St. Charles Community College Alliance, Cottleton MO, and Franklin University, Columbia OH
- Internal Assessment Program and Co-Location of Four-Year University Programs within its facilities—St. Louis Community College, St. Louis MO
- Disney and Student Development and Instruction Internal Partnerships—Valencia Community College, Orlando FL

Health Education Partnerships

- Health Partnerships—Community College of Philadelphia, Philadelphia PA
- College, University and Community Partnerships—Northern Virginia Community College—Medical Education Campus, Springfield VA

Materials Researched:

- *Powerful Partnerships: A Shared Responsibility for Learning,* American Association for Higher Education, American College Personnel Association, National Association of Student Personnel Administrators, June 1998.
- *Benchmarking new Designs for Two-Year Institutions of Higher Education,* George Copa, 1998.
- *Partnership Assessment Tool,* Center for the Advancement of Collaborative Strategies in Health, 2004.
- *Education Criteria for Performance Excellence,* The Baldrige National Quality Program, NIST, Dept. of Commerce, 2005.

Taskforce Members

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Clark College
Benchmarking Report

Mission Imperative: Management Excellence

"The College will make strategic decisions in the distribution of limited resources and implement processes that enhance quality, demonstrate effectiveness, and ensure public accountability. The College will provide high-quality facilities and equipment, a healthy technology infrastructure and well-designed support services."

Benchmarking Overview

The College achieves management excellence through a process of strategic decision-making that values collaboration and facilitates the achievement of its long-term goals. Sound policies and user-friendly information systems allow the College to maximize student success and support fiscal efficiency. A strategic decision-making process results in construction of well-designed facilities; technology and equipment acquisition that demonstrates public accountability; and information systems that inform decisions.

Benchmarking Characteristics

Decision-making: Strategic decision-making takes into consideration the interests of all stakeholders in the college community (i.e., are made in accordance with the principles of shared governance), in a time frame that makes efficient use of participants' time, provides for an open flow of ideas, includes feedback loops for explanation of decision rationales, and allows for timely implementation to achieve the desired results.

***Facilities*:** Facilities are planned, built, and occupied within efficient timeframes and within budgets according to carefully designed instructional plans for program offerings that are responsive to community needs, yet allow enough flexibility to accommodate emerging and future needs.

Equipment: Priorities for equipment purchases are determined through open discussions of program plans and the College's strategic plan, and are based on long-range projections of needs for quality instruction and support systems throughout the College.

Technology: A healthy technology infrastructure includes broad access to information technology equipment and services by students and employees, appropriate funding to sustain the College's information technology investments, comprehensive staff development and training opportunities, and adequate technical support.

Support Services: Well-designed support services throughout the college provide students with clear, accurate information to enhance their success, provide faculty access to clerical support and necessary instructional supplies and materials for quality instruction, and provide staff and administrators with enrollment tracking and financial reports that are timely, understandable, accurate, and comprehensive enough to allow them to make informed decisions.

Exemplary colleges, organizations and materials researched

Exemplary Colleges:

- College support services—Copper Mountain Community College, CA
- Strategic decision-making and technology infrastructure—Bellevue Community College, Bellevue WA
- Equipment allocation process—Portland Community College, Portland OR

Materials:

- *Benchmarking in Higher Education: Adapting Best Practices to Improve Quality*, Alstete, Jeffrey, ASHE-ERIC Higher Education Report No. 5, 1995
- *Excellence in Higher Education 2003-2004: A Baldrige-Based Guide to Organizational Assessment, Improvement, and Leadership*, Brent Ruben, 2003, National Association of College and University Business Officers
- Workshop presented by Dr. John Dew, Director, Center for Continuous Quality Improvement and Planning, University of Alabama, for the National Association of College Auxiliary Services, April 23, 2005, Covington, Kentucky

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Appendix 2.1

Hockaday Report
Recommendations

The Instructional Organization changes that were implemented in 2000 respond well to the instructional needs at Clark College. A primary test of the effectiveness of an Instructional Organization Plan is to make sure it responds to the needs of both faculty and students. The Organization must allow access for students to faculty and faculty to Deans and others. This Organization appears to meet that need.

The Instructional Organization that was in place prior to 2000 had too many people reporting to the Vice President of Instruction. It would have been impossible to appropriately respond to the instructional needs of faculty and students under that Organization. Clark College has improved that situation with the current organization.

There are usually 4 – 6 positions at the Dean level in a community college the size of Clark College. (Sometimes these positions have other titles such as Associate Vice Presidents) Clark College has 4 Instructional Deans.

The grouping of programs within Clusters is usually done by Disciplines. Clark College has followed that pattern.

The Dean positions in colleges similar to Clark College are usually full time administrative positions. Clark has followed that pattern.

Although questions have emerged regarding the mixture of programs in some of the Clusters, the Instructional Organization looks sound and certainly fits the patterns in comparable colleges.

Recommendation 1: *That attention and energy of the College groups be moved away from the merits and demerits of the current Instructional Organization Plan and toward correcting the errors made in the implementation phase of the current Plan*

❖ ❖ ❖

Several decisions were made during the implementation stage of the current Instructional Organization Plan that have had a negative effect on support of the Plan. Some of these decisions should be reconsidered.

Recommendation 2: *That the issue of program placement within the Clusters, the issue of whether a fifth Cluster is needed and the procedure for recruiting and selecting candidates for the original Dean positions be rethought.*

❖ ❖ ❖

Interim staffing in key leadership positions at Clark College have caused at least two major problems: (1) Long Range or Strategic Planning has been difficult to complete, and

(2) leadership on an interim basis has caused insecurity among followers. (Clark College is currently moving toward filling the remaining positions at the Dean and Vice President for Instruction.)

Recommendation 3: *That officials at Clark College move as rapidly as possible to complete the task of filling the remaining positions at the Dean and Vice President of Instruction levels on a permanent basis. Once all positions are filled, appropriate authority and staff development should be provided to the people selected.*

❖ ❖ ❖

While the Mission Statement of Clark College addresses the responsibilities of community development only slightly, community colleges nationally are leaders in economic development/workforce preparation. In many cities and counties in America, the catalyst for economic development is the local community college. There is an expectation among some community leaders in the service region that Clark College play a greater role in economic development.

Recommendation 4: *That Clark College increase its visibility and influence in the area of economic development in the service region and that the Instructional Organization Plan show clearly who will have the responsibility for the training of employees in the businesses and industries in the County.*

❖ ❖ ❖

There are lingering pieces of the Accreditation Process that need to be completed. The successful completion of these requirements will further improve the chances of acceptance of the current Instructional Organization Plan.

Recommendation 5: *That the Recommendations of the Northwest Association of Schools and of Colleges and Universities on Shared Governance and Roles within the Organizational Structure be clarified and implemented.*

Suggestions

Several faculty members expressed either in person, by telephone or by email that the development of a true Faculty Senate at Clark College would be a good idea. The persons who contacted me were very clear that the duties of a Faculty Senate should be in the area of academics only and that the duties of the Faculty Senate should not be in conflict with the duties of the Faculty Union.

Suggestion 1: *That the College consider the merits of a Faculty Senate.*

❖ ❖ ❖

Current research shows that approximately seventy percent of the top leadership in community colleges in America will be eligible for retirement in the next decade. Many community colleges in America have begun internal programs of staff development that lead to having replacements ready to fill the vacancies left by these retirements. A part of the dissent toward the new Instructional Organization Plan at Clark College came as a result of not having people in the pipeline to fill some of the new positions. The age of Clark College makes it a very sophisticated and complex institution. The skills needed for leading and managing now are different from the skills needed a decade ago. A knowledge base should be developed within the College that can meet the current needs.

Suggestion 2: *That the Board of Trustees and President consider the creation of an internal Leadership/ Professional Development Program that will increase the knowledge base of qualified persons at Clark College.*

Appendix 2.2

Date: October 5, 2004

To: Campus Community

From: Instructional Organization Task Force

Re: Recommendations of the Instructional Organization Task Force

Many of you are no doubt skeptical about yet another committee or task force, but bear with us. A committee of nine people – Chuck Ramsey, Les Rivera, Bob Jones, Joy Horning, Don Erskine, Tim Cook, Ray Burns, Tina Barsotti, and Roger Baker -- has spent the last several months collecting information from staff, adjunct, and full time faculty about the re-organization of the educational structure here at Clark and in choosing a consultant to do the same. This memo provides a brief overview of our efforts and outlines the recommendations we will make to Dr. Branch.

In November of 2003, Dr. Branch asked the nine of us to choose a consultant or consultants to evaluate Clark's current educational structure as well as to study the structure ourselves. Our first task lay in designing questions for the candidates who wished to be considered as consultants. We then interviewed three people before we chose Dr. Jeff Hockaday. While Dr. Hockaday interviewed the committee as part of his process to evaluate Clark's educational structure, he pursued his study independently of our own study. Many of you have read his study and know his recommendations. If you would like to re-read the report, it is available on the Intranet under College Committees and Reports.

Our next task was to design and administer an all campus survey to determine the effectiveness of our current structure. On May 5th, we sent the survey we had designed to staff, adjunct and full time faculty. From the 141 responses (27 classified staff, 82 full time faculty; 32 part time faculty) and reading the Hockaday report, the committee has several recommendations to make to the campus community and Dr. Branch:

1. All full and part time faculty teaching evaluations including tenure committees and post tenure evaluations should be centralized in the Office of Instruction. Secretaries at the division level now handle these duties and may not conduct these tasks in a uniform fashion. This centralization will insure confidentiality and continuity; secretaries at the division need adequate time to deal with daily challenges and address other instructional issues.
2. All advisory committee meetings and minutes should be handled by the Office of Instruction, again as division secretaries have plenty to do without adding advisory committee duties. Moreover, consistency of minutes and procedures with the advisory committees is important and can be achieved if this task is performed by one or two people.
3. The committee recommends that Office of Instruction review the workload of the instructional classified staff.

4. The committee recommends that there be **five** units with the configuration of the five as follows:

   A new unit comprising automotive technology, cooking and restaurant management, diesel technology, professional baking, construction technology, electronics, industrial technology and electricity, machine technology, manufacturing technology, CADD technology and welding technology. This "Applied Technology" unit has distinctive pedagogical concerns.

   Mathematics would join the remaining divisions in the current Business and Technology unit – business, business technology, and computer technology.

   Speech and foreign languages would join English and basic education in one unit.

   Science, health and physical education would remain constituted as it is at present.

   Social sciences and humanities would remain as is except for the transfer of speech and foreign languages.

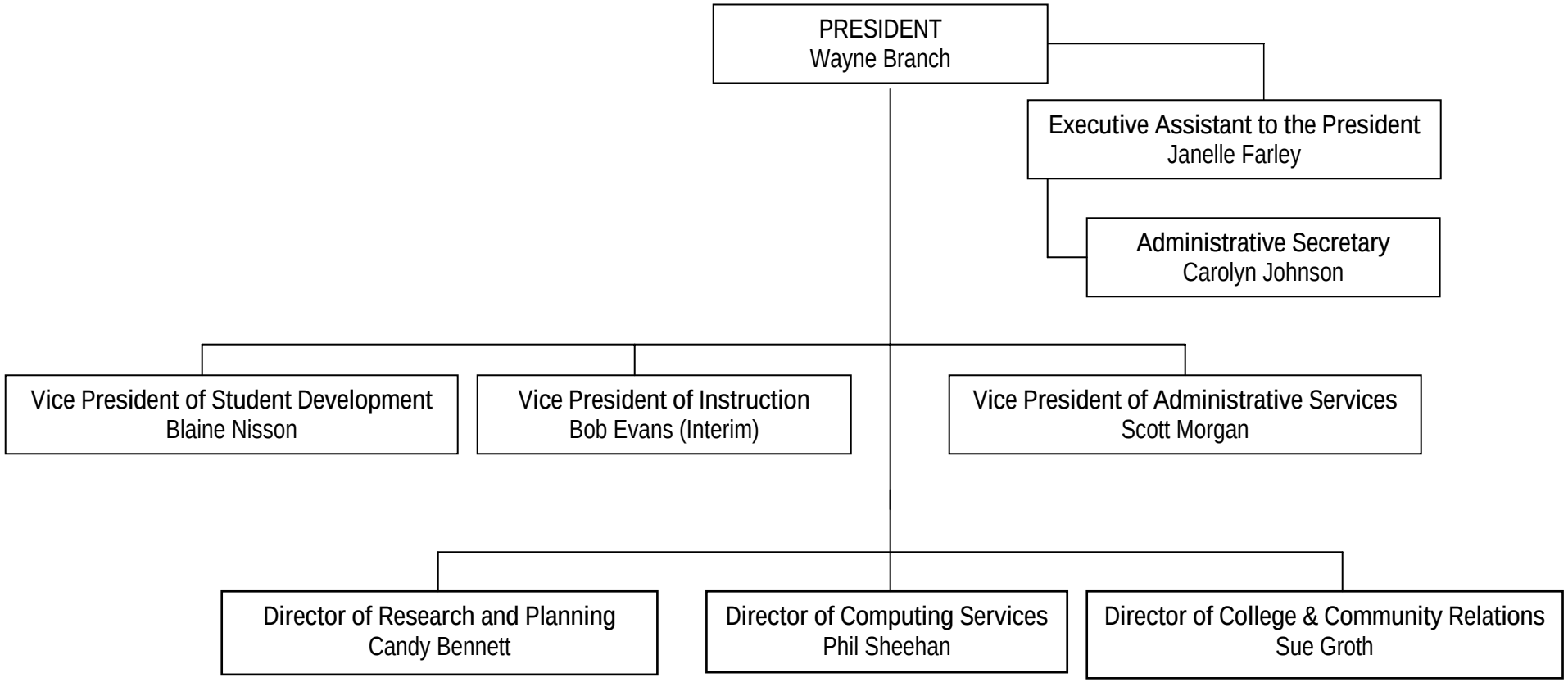
5. The committee, like Dr. Hockaday, recommends that some of instructional deans should come from the ranks of faculty to provide institutional continuity. In addition, the college should provide leadership training to prepare for leadership roles.
6. The committee believes that the Deans should be put on a two year rolling contract so that the Deans have to be told a year in advance if they are not going to be rehired.
7. Finally, the committee recommends routine assessment of the educational structure, perhaps every two years. We commend Dr. Branch for assembling a committee that includes both faculty and staff and urge him to maintain this mix for any task force which attempts this assessment again.

You will note here that the task force did NOT recommend a return to the division chair model; the task force members believe that the college would not be served well by this type of organization.

Appendix 2.3

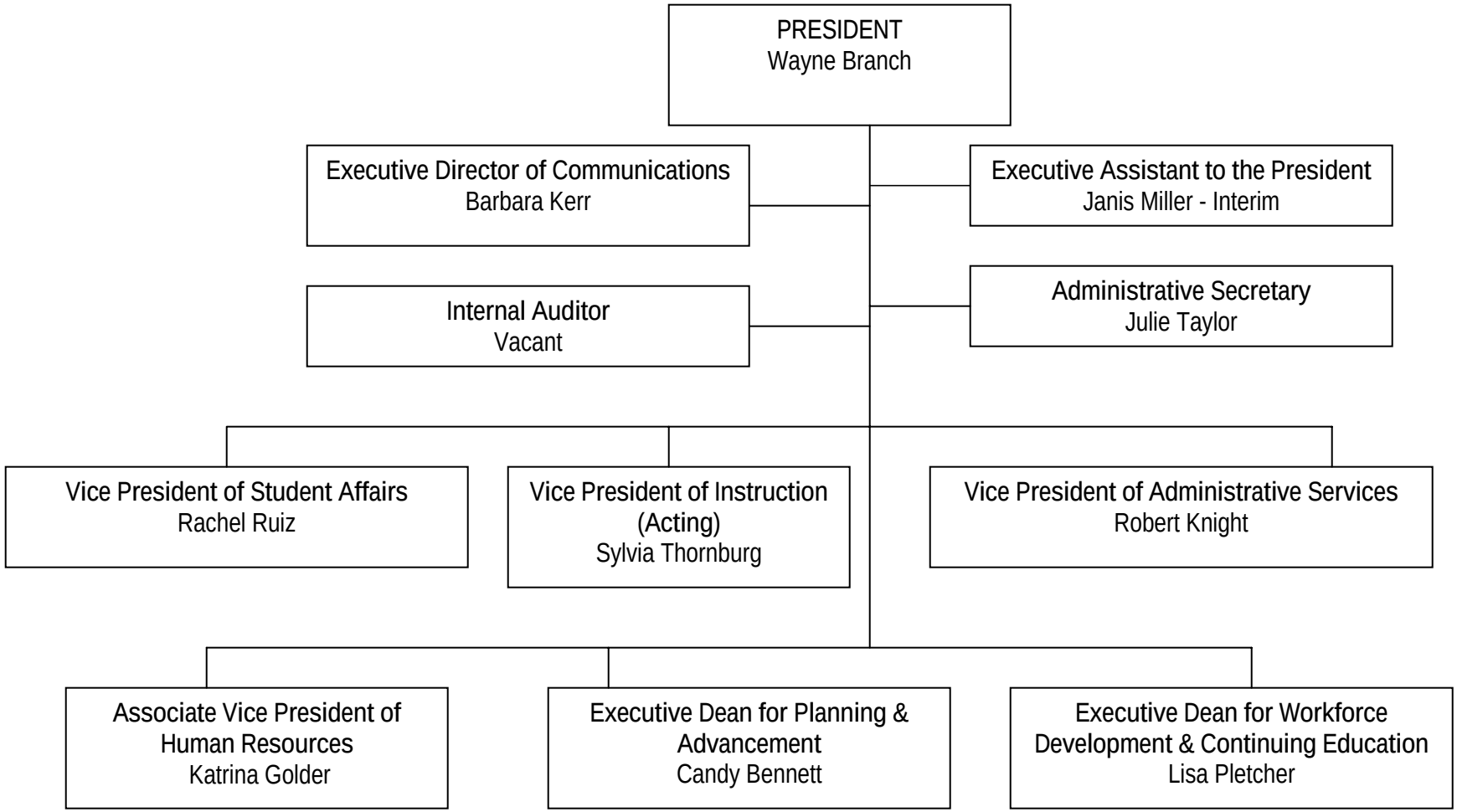
2003

GENERAL ORGANIZATION CHART



Appendix 2.3 (continued)

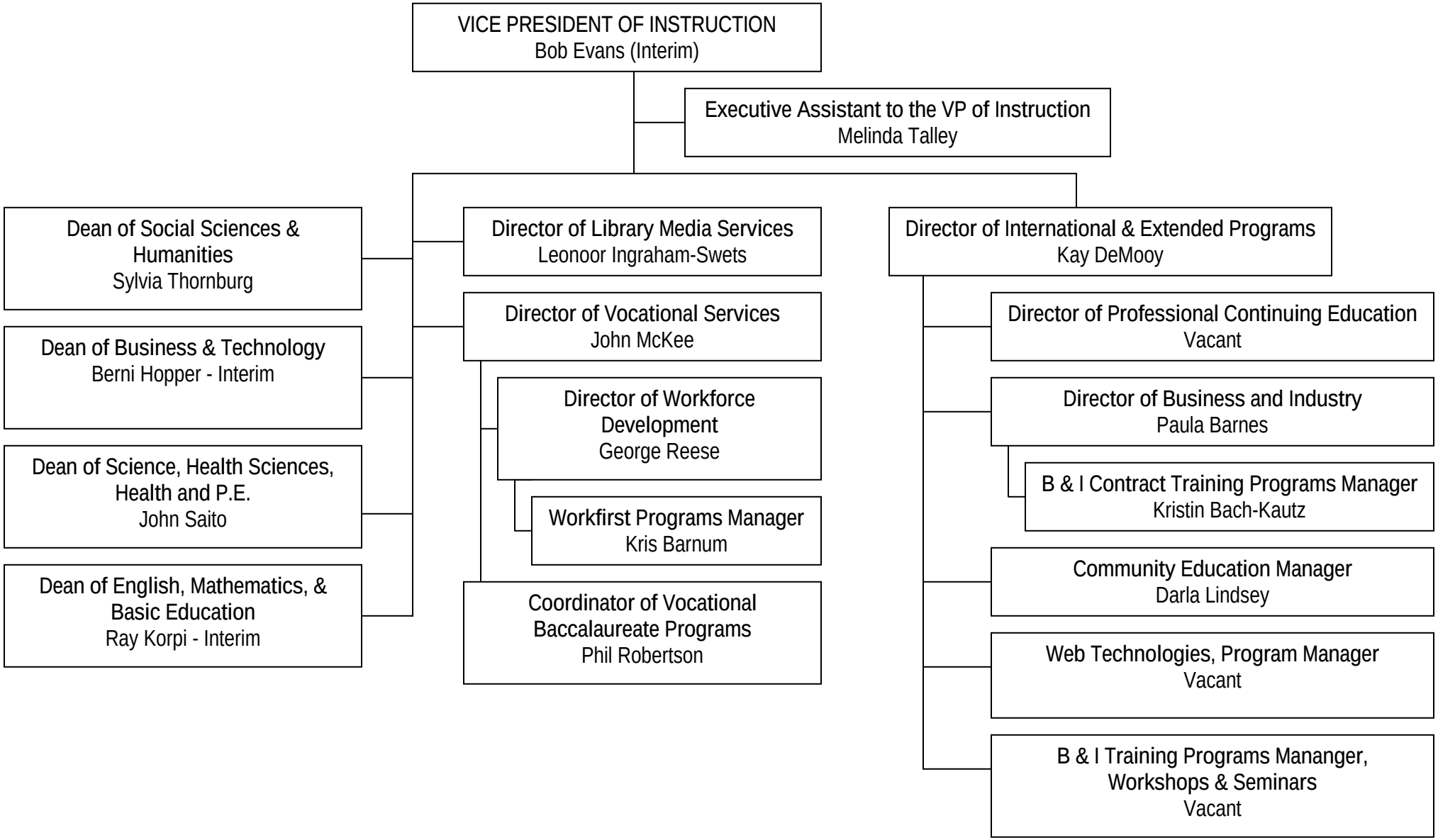
2005
GENERAL ORGANIZATION CHART



Appendix 2.4

2003

INSTRUCTIONAL ADMINISTRATORS ORGANIZATION CHART



Clark College
Personnel Services
8/15/03

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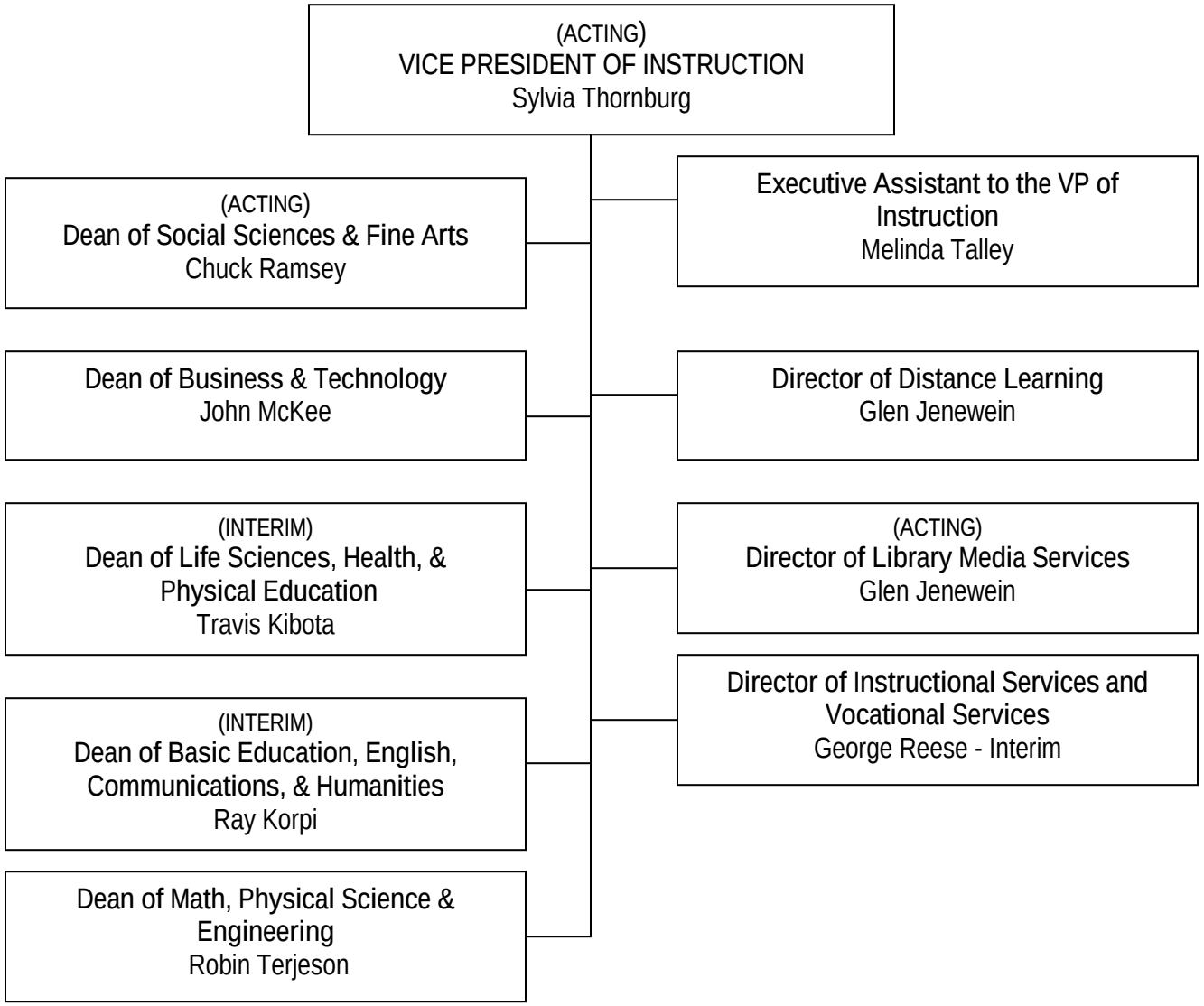
Appendix 2.4 (continued)

2005
INSTRUCTIONAL ADMINISTRATORS ORGANIZATION CHART



Appendix 2.5

2003

INSTRUCTIONAL UNITS & DIVISIONS

BUSINESS & TECHNOLOGY
DEAN (INTERIM) - BERNI HOPPER
Administrative Assistant -Christina Fitzgerald

BUSINESS
Division Chair - Jim Craven
- Business Administration
- Economics
- Supervisory Management

BUSINESS TECHNOLOGY
Division Chair - Melanie Mooney
- Business Technology
- Medical Technology
- Paralegal

COMPUTER TECHNOLOGY
Division Chair - Bob Hughes
- Computer Science
- Computer Software/Applications
- Data Networks/Telecommunications
- Graphic Communications/Printing

CULINARY ARTS & MECHANICAL TECHNOLOGY
Division Chair
- Automotive Technology
- Cooking/Restaurant Management
- Diesel Technology
- Professional Baking

ELECTRONICS & INDUSTRIAL TECHNOLOGY
Division Chair
- Construction Technology
- Electronics
- Industrial Technology/Electricity
- Machine Technology
- Manufacturing Technology
- Welding Technology

ENGLISH MATHEMATICS & BASIC ED.
DEAN (INTERIM) - RAY KORPI
Administrative Assistant - Shirley Brannon

DIRECTOR OF BASIC EDUCATION
Mark McLean
- Adult Basic Education
- Developmental Education-English/Reading
- Developmental Education-Mathematics
- English as a Second Language

ENGLISH
Division Chair - Don Erskine
- Journalism
- English
- English as a Non-Native Language

MATHEMATICS
Division Chair - Louise Hoover
- Mathematics

WRITING AND TUTORING CENTERS PROGRAM MANAGER
Alyssa Brownlee

SCIENCE, HEALTH & PE
DEAN-JOHN SAITO
Administrative Assistant - Vicki Presley

DENTAL HYGIENE
Division Chair - Gail Liberman
- Dental Hygiene

DIRECTOR OF NURSING
Shelly Quint
- Nursing

HEALTH OCCUPATIONS
Division Chair - Katy Graham
- Cardiopulmonary Resuscitation
- EMT
- Industrial First Aid
- Medical Assisting Clinical
- Pharmacy Technology
- Phlebotomy

HEALTH & PHYSICAL EDUCATION
Division Chair - Lisa Borho
- Health Education
- Physical Education

LIFE SCIENCES
Division Chair - John Martin
- Agriculture/Horticulture
- Biology
- Floristry
- Nutrition

PHYSICAL SCIENCES & ENGINEERING
Division Chair - Tina Barsotti
- Astronomy
- Chemistry
- Environmental Science
- Geology
- Meteorology
- Physical Science
- Physics

SOCIAL SCIENCE & HUMANITIES
DEAN - SYLVIA THORNBURG
Administrative Assistant - Joy Horning

BEHAVIORAL SCIENCES
Division Chair - Tim Cook
- Chemical Dependence
- Criminal Justice
- Human Development
- Psychology
- Sociology

DIRECTOR OF SERVICES FOR CHILDREN & FAMILIES
Laurie Cornelius
- Child Care
- Early Childhood Education
- Family Life-Parent/Child
- Special Education

FINE ARTS
Division Chair - Chuck Ramsey
- Art
- Music
- Theater

LANGUAGE ARTS
Division Chair - Roxane Sutherland
- French
- German
- Humanities
- Japanese
- Philosophy
- Russian
- Spanish
- Speech

SOCIAL SCIENCE
Division Chair - Van Forsyth
- Anthropology
- Forensic Science
- Geography
- History
- Political Science
- Women's Studies

Appendix 2.5 (continued)

2005

INSTRUCTIONAL UNITS & DIVISIONS

BUSINESS & TECHNOLOGY
DEAN - JOHN MCKEE
Administrative Assistant -Christina Fitzgerald

BUSINESS
Division Chair - Jim Craven
- Business Administration
- Economics
- Supervisory Management

BUSINESS TECHNOLOGY
Division Chair - Melanie Mooney
- Business Technology
- Medical Technology
- Paralegal

COMPUTER TECHNOLOGY
Division Chair - Bob Hughes
- Computer Science
- Computer Software/Applications
- Data Networks/Telecommunications
- Graphic Communications/Printing

CULINARY ARTS & MECHANICAL TECHNOLOGY
Division Chair
- Automotive Technology
- Cooking/Restaurant Management
- Diesel Technology
- Professional Baking

ELECTRONICS & INDUSTRIAL TECHNOLOGY
Division Chair
- Construction Technology
- Electronics
- Industrial Technology/Electricity
- Machine Technology
- Manufacturing Technology
- Welding Technology

ENGLISH, BASIC ED & COMM & HUM
DEAN (ACTING) - RAY KORPI
Administrative Assistant - Shirley Brannon

ENGLISH
Division Chair - Don Erskine
- Journalism
- English
- English as a Non-Native Language

COMMUNICATION & HUMANITIES
Division Chair - Roxane Sutherland
- Communication Studies
- French
- German
- Humanities
- Japanese
- Philosophy
- Russian
- Spanish

DIRECTOR OF BASIC EDUCATION
Mark McLean
- Adult Basic Education
- Developmental Education-English/Reading
- Developmental Education-Mathematics
- English as a Second Language

WRITING AND TUTORING CENTERS PROGRAM MANAGER
Alyssa Brownlee

VOLUNTEER LITERACY PROGRAM MANAGER
Madeleine von Laue

LARCH CORRECTIONS CENTER DIRECTOR
Shirley Moore

SCIENCE, HEALTH & PE
DEAN (ACTING) - TRAVIS KIBOTA
Administrative Assistant - Vicki Presley

DENTAL HYGIENE
Division Chair - Gail Liberman
- Dental Hygiene

DIRECTOR OF NURSING
Shelly Quint
- Nursing

HEALTH OCCUPATIONS
Division Chair - Sue Orlowski (Acting)
- Cardiopulmonary Resuscitation
- EMT
- Industrial First Aid
- Medical Assisting Clinical
- Pharmacy Technology
- Phlebotomy

HEALTH & PHYSICAL EDUCATION
Division Chair - Lee Brand
- Health Education
- Physical Education

LIFE SCIENCES
Division Chair - John Martin
- Agriculture/Horticulture
- Biology
- Floristry
- Nutrition

SOCIAL SCIENCE & FINE ARTS
DEAN (ACTING) - CHUCK RAMSEY
Administrative Assistant - Joy Horning

BEHAVIORAL SCIENCES
Division Chair - Tim Cook
- Chemical Dependence
- Criminal Justice
- Human Development
- Psychology
- Sociology

DIRECTOR OF SERVICES FOR CHILDREN & FAMILIES
Laurie Cornelius
- Child Care
- Early Childhood Education
- Family Life-Parent/Child
- Special Education

FINE ARTS
Division Chair (Interim) - Roger Baker
- Art
- Music
- Theater

SOCIAL SCIENCE
Division Chair - Van Forsyth
- Anthropology
- Forensic Science
- Geography
- History
- Political Science
- Women's Studies

MATH, PHYSICAL SCIENCE & ENGINEERING
DEAN - ROBIN TERJESON
Administrative Assistant - Sherry Smith

MATHEMATICS
Division Chair - Paul Casillias
- Mathematics

PHYSICAL SCIENCE & ENGINEERING
Division Chair - Dick Shamrell
- Astronomy
- Chemistry
- Envrionmental Science
- Meteorolgy
- Physcial Science
- Physics

Appendix 3.1

Northwest Regional Training Center
PARAMEDIC EDUCATION

Instructor Evaluation

ACCET Document 19

Date Developed: January 1988
Date Revised: December 2000
Pages: 1 of 2
Pertinent to: All Institutions

Institution: _____ **City/State:** _____/_____

Course Name: _____

Instructor Name: _____

Reviewer: _____

Date: _____ **Time:** _____

Please fill in the response oval corresponding to the choice that best represents your evaluation. Respond based on the scale of 1 to 5 for how the Instructor meets the criteria outlined below (1 = Far Below, 2 = Below, 3 = Meets, 4 = Exceeds, 5 = Far Exceeds).

Make any additional comments on the back of this page in the space provided.

	Far Below	Below	Meets	Exceeds	Far Exceeds	Not Observed
	1	2	3	4	5	N/O
1. Instructor uses verbal content that is congruent with the message. *Components include: Proper word selection, Correct use of words, Proper grammar*	○	○	○	○	○	○
2. Instructor's pronunciation is clear and understandable.	○	○	○	○	○	○
3. Instructor uses a variety of visual aids to enhance presentations (ex. Flip charts, Props, Pictures, etc.)	○	○	○	○	○	○
4. Instructor encourages student involvement in class. *Components include: Uses questions to encourage participation, Implements activities that involve students, Checks for student understanding*	○	○	○	○	○	○
5. Instructor demonstrates a student-centered focus. *Components include: Elicits from students, Uses effective error correction, Listens attentively, Facilitates discussion, Provides coaching*	○	○	○	○	○	○
6. Instructor uses relevant examples that support the concept. *Components include: Makes a teaching point, Highlights application of a concept, Makes connections to other concepts*	○	○	○	○	○	○
7. Instructor uses a variety of activities to appeal to multiple learning styles.	○	○	○	○	○	○
8. Class is well organized. *Components include: Class is outlined at beginning, Each topic has clear beginning and end, Bridging between topics is well organized*	○	○	○	○	○	○
9. Lesson clearly relates to learning objectives. *Components include: Makes connections between class and learning objectives, Calls attention to relationship between current topic and overall objectives*	○	○	○	○	○	○
10. Instructor demonstrates expert knowledge of subject. *Components include: Uses examples that demonstrate expertise, Demonstrates breadth and depth of knowledge, Provides information that is current*	○	○	○	○	○	○

Appendix 3.1 (continued)

	Far Below	Below	Meets	Exceeds	Far Exceeds	Not Observed
	1	2	3	4	5	N/O
11. Instructor demonstrates ability to manage time. *Components include: Preparation, Organization, Sequencing, and Pacing*	○	○	○	○	○	○
12. Instructor demonstrates professional communication in and out of the classroom. *Components include: Politeness, Respect for all students and coworkers, Positive attitude, Demonstrates desire to help students*	○	○	○	○	○	○
13. Instructor provides appropropriate supervision in practice activities (individual, pair, group). *Components include: Clear instructions, Instructor availability, Structured review*	○	○	○	○	○	○
14. Instructor demonstrates understanding of classroom dynamics. *Components include: Can balance the various student personalities, Can work with multi-levels, Is respectful of different cultural identities.*	○	○	○	○	○	○
15. IN YOUR OPINION, The class appears receptive to the Instructor. *Components include: Appears attentive, Enthusiastic, Focused, Actively participates, Listens, Demonstrates open attitude toward learning, Accepts assignments in a positive way*	○	○	○	○	○	○

COMMENTS: (Attach additional pages if necessary)

Please attach and reference this as an exhibit in the Team Report.

Reviewer Signature: _____

CCFD 5/Northwest Regional Training Center

Lecture/Instructor Evaluation Form

Instructor (s): _____ Date: ____/____/____ Hours: _____

Class Topic(s): _____

1. Material Presented: Comments:		Excellent, directly related to patient care an/or EMS operations	Good, material pertains to patient care	Fair, indirectly related to patient care and/or EMS operations	Poor, minor relationship to EMS. Could detract from patient care
		4	3	2	1
2. Presentation Style: Comments:		Excellent, enhanced my total comprehension of material	Good, helped me learn something new.	Fair, not much help in learning new material.	Poor, detracted from learning
		4	3	2	1
3. Instructor: Comments:		Excellent, facilitated learning of all material, expert on subject presented	Good, enhanced knowledge of new material. Well versed in subject matter	Fair, presentation of "baseline" information. Basic understanding of material.	Poor, condescending and/or belligerent. Minimal knowledge of material.
		4	3	2	1
4. Usefullness of Material: Comments:		Very useful for improving patient care and/or EMS operations	Useful for improving patient care	Limited usefulness for improving patient care or EMS operations	Not useful or possibly deleterious to patient care and/or EMS operations
		4	3	2	1
5. A/V Aids: Comments:	N/A	Excellent, enhanced presentation and knowledge of material	Good, helped me learn something new	Fair, not much help in learning new material, detracted from presentation	Poor, detracted from learning and/or presentation
		4	3	2	1
6. Handouts: Comments:	N/A	Excellent, enhanced presentation and knowledge of material	Good, helped me learn something new	Fair, not much help in learning new material, detracted from presentation	Poor, detracted from learning and/or presentation
		4	3	2	1
7. Hands on practice: Comments:	N/A	Excellent practical skills opportunity. Enhanced and directly related to material presented	Good opportunity to practice information /material provided	Fair, practical session disorganized, and/or minor relationship to material provided	Poor practical session, not related to material presented. Not useful
		4	3	2	1

Please check and add comments

	YES	NO
8. I would like to see this instructor again (if more than one instructor, write their last name in appropriate column). - Comments:		
9. I would like to see more information on this subject. - Comments:		
10. I like the format of this presentation. - Comments:		
11. Additional topics I would like to see in the future include: - Please list:		

Appendix 3.2

Employer Satisfaction Survey Results

		Knowledge Base						Clinical Skill				Behavioral Skills							
Student	Agency	EMS Knowledge	Gen. Knowledge	Collect Data	Interpret D ata	Procedures	Sound Judgment	Clinical Skills	Assessment skill	Treatment Skill	Procedure skill	Communicates	Professional	Team player	Coachable	Self-directed	Arrives Prepared	Positive	Overall Rating
#1	A	4	4	4	3	3	3	3	3	3	3	4	4	4	2	2	2	2	**3**
#2	B	4	4	4	4	4	4	3	4	3	3	3	3	3	3	3	4	2	**4**
#3	C	3	3	4	3	2	3	3	2	3	3	3	4	2	1	4	5	3	**3**
#4	D	4	4	4	4	4	4	4	4	3	4	4	4	3	4	4	4	4	**4**
#5	E	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	**4**
#6	F	3	3	3	3	3	4	3	3	3	3	4	4	4	4	4	4	4	**3**
#7	G	3	3	3	3	3	3	3	3	3	3	4	3	4	4	4	3	4	**3**
#8	H	3	3	3	3	3	3	4	4	4	4	3	3	3	3	3	3	3	**3**
#9	I	3	3	3	3	3	3	3	2	3	3	3	2	2	2	2	3	3	**2**
#10	J	4	4	3	3	4	4	4	4	4	3	4	4	4	3	4	4	4	**4**
#11	K	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	**3**
#12	L	5	5	5	5	4	4	5	5	4	4	5	5	5	5	5	5	5	**5**
#13	M	3	3	3	3	3	3	3	4	4	3	3	3	3	4	3	2	3	**3**
#14	N	4	4	4	4	4	5	4	4	4	4	4	4	4	5	5	5	5	**4**
	Class Average	**3.6**	**3.6**	**3.6**	**3.4**	**3.4**	**3.6**	**3.5**	**3.4**	**3.4**	**3.4**	**3.6**	**3.6**	**3.4**	**3.4**	**3.6**	**3.6**	**3.5**	**3.4**

Total Sent 14
Total Returned 14

Knowledge Average 3.5 **Skill Average** 3.4 **Behavior Average** 3.5

Appendix 3.3

Graduate Survey Results

#	LAST NAME	FIRST NAME	Turned In - 1=Yes, 0=No	Knowledge Base (Cognitive Domain)						Clinical Proficiency (Psychomotor Domain)				Behavioral Skills (Affective Domain)			General Information 1=Yes, 0=No				Overall Rating
				A	B	C	D	E	F	G	H	I	J	K	L	M	A	B	C	D	
1	#1	A	1	4	4	4	3	3	3	4	4	4	3	2	4	3	0	0	0	1	2
2	#2	B																			
3	#3	C																			
4	#4	D	1																		
5	#5	E																			
6	#6	F	1	3	3	1	4	3	4	4	4	4	4	3	3	2	0	0	0	1	3
7	#7	G	1	4	4	3	3	5	5	4	5	5	5	4	3	3	0	0	0	0	4
8	#8	H	1	5	5	5	5	5	5	3	4	4	4	3	5	5	0	0	0	1	5
9	#9	I																			
10	#10	J	1	5	5	5	5	5	4	5	5	5	5	3	5	5	0	0	0	1	4
11	#11	K																			
12	#12	L																			
13	#13	M	1	na	na	4	4	3	4	4	4	3	4	4	1	4	0	0	0	1	3
14	#14	N	1	5	5	5	5	5	5	5	4	5	4	3	4	3	0	0	0	1	5
15	#15	O	1	4	4	2	3	4	4	4	4	4	4	4	3	4	0	0	0	1	4
16	#16	P	1	4	4	3	4	5	5	5	4	5	5	5	4	4	0	0	0	1	4
17	#17	Q																			
18	#18	R	1	4	4	4	5	4	4	4	4	4	4	5	5	5	0	0	0	1	4
19	#19	S	1	5	5	4	4	4	5	5	5	5	4	4	5	3	0	0	0	0	4
20	#20	T	1	2	3	3	3	3	3	3	4	4	2	3	3	3	0	0	1	1	3
21	#21	U	1	4	4	3	4	5	5	5	5	5	5	5	5	4	0	0	0	1	5
		Total Turned In	14	A	B	C	D	E	F	G	H	I	J	K	L	M	A	B	C	D	
		Average by Category	66.7%	3.5	3.6	3.3	3.7	3.9	4.0	3.9	4.0	4.1	3.8	3.4	3.6	3.4	0.0	0.0	0.1	0.8	3.6
		Average by Domain		3.7						3.9				3.5							